CULTOUR GASTRONOMY

CURRICULUM

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CultourGastronomy curriculum development

It is well supported in the literature that cultural education contributes to a critical understanding of history, acknowledging a dynamic notion of heritage (Van Boxtel et al, 2016; Branchesi, 2007); additionally traditional gastronomy has been recognised by UNESCO as part of the as "living heritage", the so called intangible cultural heritage.

Moreover, the European Parliament raises awareness of Europe's gastronomy through education asking the Member States to include the study and sensory experience of food, nutritional health and dietary habits, including historical, geographical, cultural and experiential aspects, in school education from early childhood as a means of improving the health and wellbeing of the population, the quality of food and respect for the environment; welcomes the gastronomic education programmes being conducted in schools in a number of Member States, some in cooperation with leading chefs.[1]
In this context it is noteworthy to mention that gastronomy tourism is one of the main trends of tourism, and a way to contribute to local sustainable development. It is defined by the The World Tourism Organization (UNWTO) as "a type of tourism activity which is characterized by the visitor's experience linked with food and related products and activities while travelling. Along with authentic, traditional, and/or innovative culinary experiences, Gastronomy Tourism may also involve other related activities such as visiting the local producers, participating in food festivals and attending cooking classes."(World Tourism Organization, 2019).[2]

However, the main targets of this project are:
- Small and family producers of local, typical or endogenous foods and drinks in order to better design and enhance their products as well as to develop product offerings within the scope of gastronomic tourism;
- Tourism service providers that can diversify and improve their offer through gastronomic tourism and the storytelling of products and their cultural surroundings;
- Agricultural entrepreneurs who are new entrants or who have been active for less than 3 years, who seek to consolidate the development of their business through innovative commercial strategies
- Craftsmen in the agri-food sector who seek to consolidate their local supply upstream and their outlets downstream

1. https://www.europarl.europa.eu/doceo/document/A-7-2014-0127_EN.html
2. https://doi.org/10.18111/9789284420858

- New entrepreneurs active in the rural tourism sector, who seek to integrate into clusters of skills at the local level
- Entrepreneurs and workers in the hotel, catering and trade of regional products that can leverage their business and add value;
- Young people who want to improve their qualifications and integrate the labor market.

The teaching methods used the most are the traditional ones: face-to-face classroom lessons held by one single teacher, the study of printed materials, and watching videos (Ott & Pozzi, 2011) even if technology-supported applications have been found to improve cultural heritage education (Rauscher & Humpe, 2022) especially during the pandemic (Ali, 2020). In the same way, the suggested alternative learning models mentioned by the European Commision, alternative to traditional ones (by way of example, active educational methods) have been found to be effective in several cases (Malegiannaki et al., 2020) in higher institutions too (Ortega-Sánchez & Gómez-Trigueros, 2019), so we suppose to use them in the development of this curriculum.

The need to draw up this document and carry out an analysis with the target groups arises from the fact that we do not know the need of new agricultural & agro-food entrepreneurs in rural areas to integrate their development into the local socio-economic fabric. Particularly in the case of agricultural micro-entrepreneurs, emerging on the market, regional or national marketing channels are out of reach. Among these local clienteles, economic players in the tourism sectors & entrepreneurs in the gastronomic sectors are an important target, including for entrepreneurs who are located in urban or peri-urban areas.

To better identify and explore these needs, we will proceed by administering a questionnaire:

1. if and how these local sectors for emerging agricultural micro-entrepreneurs require to strength multiple skills such as:
   - knowledge of the local economic fabric,
   - marketing & communication strategy,
   - quality approaches,
   - reliability & transparency of production;
2. if and how they need to improve:
   - the link between territory, tourism & food heritage,
   - opening new paths & opportunities in tourism for employment & income generation;
3. if and how they can empower human resources with training & tools that leverage their business.

The expected results are the following:

1. Methodology & Curriculum – the methodology will provide the structure & the main points of the training process & will outline the applied learning method.
2. The Curriculum will be the roadmap of the training course & will describe the modules, sub-modules & the applied sequence.

Methodology of the survey

QUESTIONNAIRE PROPOSAL - Survey for CultourGastronomy project' stakeholders

The questionnaire should be administered online via a google form
https://forms.gle/LxeUpmDNLk9MymZEA

to:
- Small and family producers of local typical or endogenous foods and drinks;
- Tourism service providers;
- Agricultural entrepreneurs who are new entrants or who have been active for less than 3 years;
- Craftsmen in the agri-food sector;
- New entrepreneurs active in the rural tourism sector;
- Entrepreneurs and workers in the hotel, catering and trade of regional products;
- Young people who want to improve their qualifications and integrate the labor market.

Target: minimum 100/partnership (17 FR; 17 ES; 17 IT; 17 EL ; 17 BG 17 PT)

The questionnaire can be translated and administered in national language, creating a copy of the
following form:
https://docs.google.com/forms/d/e/1FAIpQLSeydiRhvo_FOPlmao5XEk7_OraUAOetw_T1BftHj1W4oTwp-Q/v iewform?usp=sharing

If a partner is proceeding in this way has to provide to UNIVPM the results translated in english.

RESULTS OF THE SURVEY

The questionnaire was administered by the partnership through the channels deemed most appropriate and in local language, then the results were translated in English. We collected 109 answers. In this section we are reporting the results and some comments.

The obtained results will serve as a guideline for calibrating the training course and its contents, the digital platform and its characteristics.

The majority of the respondents were small and family producers of local typical or endogenous food and drinks, followed by tourism service providers and young people who want to improve their qualifications and integrate into the labor market. Respondents were asked to identify the difficulties that they are experiencing in their business and many reported difficulties related to funds access, financial aspects, bureaucracy, cooperation and networking.

The answers are listed below:

Product promotion
Finding raw material for processing
I am an educator of Tourism Businesses and Director of KEPEA Maroneia. I would be interested for later
Lack of capital, lack of education and training, lack of institutional framework
In reaching partnerships and sending the products to the place of order due to the expensive transport costs
In general NO
Difficulty in product promotion and awareness
Economic problem, lack of promotion of small businesses by the Ministry of Development through participation in special exhibitions
economic
THERE IS NO STABLE FINANCIAL MANAGEMENT WITH STATE TAXES.
DIFFICULTIES IN COOPERATION WITH TOURISM BUSINESSMEN
LACK OF COMMUNICATION
Financial

Small tourist season
financing and raw material (milk)
Production costs, lack of labor, financial tools.
Development in the hinterland
Bureaucracy
Difficulties in exporting
Lack of people to work
Lack of customers, new government laws hinder when they should be simplified. Support is very complicated and hard to win with complicated bureaucracies and very short response times
Hiring qualified staff
Marketing
Dissemination
Financial support, bureaucracies, permits, legalities
Dealing with fire risks in summer
Increasingly competitive market, increasing production factors.
Unfair competition, lack of supervision by the authorities and contracting foreign operators.
Logistics and product distribution
We are in the initial phase of the tourism project, the biggest difficulty is the lack of specialised human resources
Hiring qualified employees.
Demographic problem. Lack of guests.
Difficulty in purchasing agricultural products from small local producers who do not have a fiscal company.
Sale of products, lack of labour and lack of support.
lack of focused training on how to develop the rural turism offer
Funds
Price uncertainty
low prices
Associations, relations with provincial entities, creation of tourist destinations and tourist products.
GIVE MORE VISIBILITY TO REACH A WIDER AUDIENCE
Lack of backing and support from government and business and even the European Union.
more financial support and less difficulties in the management of aid
Difficulties in own-brand marketing

funding
Low returns from the activity
flows
There are more and more large surfaces for the same amount of population.
Start-up financing, and marketing difficulties
Spanish bureaucracy
Marketing my products
My development depends on acquiring land, which apparently depends heavily on a diploma that I don't have at the moment.
Expanding point-of-sale distributors & Manufacturing (the only one to produce) & Storage premises
Mainly financing
commercial outlets, product enhancement
Find a network / partners

When asked if they are in need of a training mostly reported positive answers, particularly in marketing, product promotion, digitalization and finance, someone replied issues related to gastronomy modernization and agricultural modern techniques.

The proposed topics were all considered important, above all "Gastronomic tourism as business opportunities for local producers, family producers & touristic services providers"; among the topics proposed by the respondents, most concern promotion techniques, connecting stakeholders and cooperation.

Below the listed topics by liking rating:

1. Gastronomic tourism as business opportunities for local producers, family producers & touristic services providers
2. Gastronomic tourism marketing
3. Matching local food & wine
4. European "Farm to Fork" strategy for a fair, healthy & environmentally-friendly food system
5. Mediterranean diet & the tourists
6. ICT applied to gastronomic tourism & digital marketing
7. Communication & cooperation techniques
8. Good models for innovation & how it is connected to entrepreneurial strategy

Other mentioned topics are:

- Astrotourism - an innovative mild alternative form of tourism
- Traditional cooking techniques (wood oven, underground, etc.) and traditional drying,
- preservation and processing techniques.
- cottage industry - what is it, who can benefit, local cooperation networks of primary,
- secondary and tertiary production sectors - how they can work for the benefit of all
- Connecting stakeholders with society's culture and how products and services are produced
- Organic and regenerative agriculture, gastronomic and cultural workshops, tourism linked to forestry support or forestry associations in the Serra da Estrela Park
- Management techniques in the hotel business
- how to find partners and create networks
- promotion via social media; tourist offer design
- how to promote local habits & traditions in order to make the foreigners more interested in our country - not just as cheap place for "alcohol" tourism
- practical examples & shared experience
- social media; get the attention of the young people; networking;
- how to promote gastronomic tourism as a touristic option and offer to our customers; how to locate good gastronomic offers for our clients
- how to prepare the touristic offer
- how to structure the touristic offer for the final customer i.e. how to sell the gastronomic tour/pack to the final customer; how to combine gastronomic pack with some other already existing offers in the best way

- effective promotional and marketing tools
- Production of high quality products
- Traditional products and techniques adapted to today's cuisine
- Tasting (Vocabulary and tasting techniques)
- To set an example of a local and resilient network between producers and restaurateurs, showcasing the players and their profession.
- commercial strategy for small producers
- Cooperation
- Health

To the question if they knew of any interesting projects related to culture and gastronomy in your community, many did not answer or answered no, here are some of the examples that were indicated:

- PDO cheese route (https://queijoscentrodeportugal.pt/rota-dos-queijos/)
- Recipes that tell stories - project developed by the Historical Villages association (Aldeias Históricas)
- Maceira Ambassadors of the Village. Project link available at: https://embaixadoresmaceira.com/
- Le vie di bacco, is an event held in the Ripatransone area and various surrounding villages, aimed at making the Piceno red wine known. Typical wine of our province.
- Marche wine tourism project. A 2022 project aimed at promoting the development of the regional wine tourism sector with the aim of supporting the creation of events and initiatives (tastings, themed dinners, and much more) for the promotion of Marche wines, craft and agricultural beers and for the enhancement of quality food products.
- Providenza https://providenza.cc/fr/ Providenza is an agri-cultural project and studio space in the mountains of Corsica, located in the area originally called the Ghjuncheto. It is designed to inspire and produce new works at the intersection of arts and sciences, nurtured by a powerful living environment, with a natural focus on sounds and images. Founded by filmmaker Antoine Viviani, who decided to transform an abandoned family farming land by putting it back into production in 2015, it is now a hybrid space, evolving throughout the year: a private studio for a small community of artists, a laboratory for experimenting and learning through a program of courses and workshops with international pioneer artists, as well as a shared open space for residency programs built with European partners.Concurrently, the farming activity develops its own cycle throughout the year, with fruits and vegetable gardening allowing the opening of its own restaurant in the summer.The different activities all connect together through the production of a series of events, a Festival as well as other specific manifestations.
- Garlic festival, Platykampos, Kileler Municipality (Greece)
- Elect Greek Tastes" in "OLYMPOS - Products, Environment, Culture" and in the Organization & Promotion of Wine Tourism (Greece)
- The Cycladic Gastronomy Festival Nikolaos Tselemendes in Sifnos (Greece)
- Cultural events with gastronomy and wine tasting already taking place at our winery in Metaxochori (Greece)
- Salamanca en Bandeja, Ávila Auténtica

- The Corsican Regional Nature Park, which is trying to set up short circuits to supply hikers on the famous GR20 trail
- Mercantour Écotourisme https://www.mercantourecotourisme.eu/
- Terre de Mars https://www.terredemars.fr/
- Cité Vivante de l'Alimentation (living food city) project in Lauris (84) and the Vivant festival.! https://www.vivant-vivante.org/ (public event with Start-up of the mill, presentation and discussion, workshops for all, visits, talks, live banquet by bicycle theatre... --> enhancement of local products)

Regarding collaboration with other local stakeholders many respondents declared to have them with other hotel and local producers even if a part of them said there is no interest to activate cooperation in this field.

At this point a series of questions on the online and semi-autonomous learning process were asked and it was asked to evaluate which elements were most important, the most important turned out to be "Guidance, support, constructive feedback, additional skills, practical examples from experience".

The preferred form of evaluation is "**online based test at home and/or work without supervision**". Regarding the elements of the online platform the most important are the usability and the overall functionality followed by peer-to-peer links with other tourism and gastronomy management/training bodies and the function as a repository of best practices. Moreover, respondents prefer free access to all modules of the educational program throughout its duration and test questions/exercises at the end of each module. When asked about their availability for a training path they answered to have mostly 5 hours per week, and the preferred form is "short online self-study modular lessons: (duration 30 min-1 hour)".

All the results are available here: https://docs.google.com/spreadsheets/d/1VEVMChgeGJxuNMj3XT Tfg7Ar2FD6Df-u/edit?usp=shar e_link&ouid=106017247699056708660&rtpof=true&sd=true

CURRICULUM PROPOSAL

Based on what emerged, it is proposed to structure an online and semi-autonomous learning
course with approx. 80 - 100 teaching hours & will cover EQF level 3 or higher. The evaluation will
be an online based test at home and/or work without supervision, reaching upon 80% correct
answers in the final test will lead to a certificate for EFQ level 3.

Proposed topics:

Module 1	1. Gastronomic tourism as business opportunities for local producers, family producers & touristic services providers
	2. European "Farm to Fork" strategy for a fair, healthy & environmentally-friendly food system
Module 2	1. Gastronomic tourism marketing
	2. Communication, cooperation and networking
	3 techniques Promoting gastronomic offer
	4. ICT applied to gastronomic tourism & digital marketing
Module 3	1. Matching local food & wine
	2. Mediterranean diet & the tourists

Each topic is developed through:

- traditional lessons
- educational contents (lasting approx. 4 hours) with:

  -lesson according the template: https://docs.google.com/document/d/1gWilNEun9FRlxfPPnwVARHpNLdqTZKkR/edi t?usp=drive_link&ouid=106017247699056708660&rtpof=true&sd=true
  -2/3 extra materials (material that already exists as long as it is accessible to the public i.e. links, articles, educational video, case studies…) → the case study should be implemented according the template: https://docs.google.com/document/d/1D-9wvlXtp2wgP7KC4jyWtO1X-snJjx_S/edit? usp=drive_link
- assignment or food for thought (1 hour)
- self study
- tests (30 mins) with 10 multiple choice questions

Division topics per partner:

MODULE	TOPICs	USEFUL MATERIALs	RESPONSIBLE PARTNER
1	1. Gastronomic tourism as business opportunities for local producers, family producers & touristic services providers: - gastronomic tourism - gastronomic tourist -		IPG
	2. European "Farm to Fork" strategy for a fair, healthy & environmentally-friendly food system - ... - ...		
2	1. Gastronomic tourism marketing - traditional vs. experiential marketing in tourism	Dixit, S. K. (Ed.). (2020). *The Routledge handbook of tourism experience management and marketing*. Routledge.	UNIVPM USAL
	- marketing approach to the tourist experience - from 4Ps model to 4Es model - promoting gastronomic tourism to foster local development	Festa, G., Cuomo, M. T., Metallo, G., & Festa, A. (2016). The (r) evolution of wine marketing mix: From the 4Ps to the 4Es. *Journal of Business Research*, *69*(5), 1550-1555. Londoño, M. D. P. L. (2015). Promoting Gastronomic Tourism to Foster Local Development: The Stakehodelrs' Perspective. *Almatourism-Journal of Tourism, Culture and Territorial Development*, *6*(11), 54-74.	
	2. Communication, cooperation and networking techniques - communication: traditional and new techniques - cooperation in tourism - networking	Costa, T., & Lima, M. J. (2018). Cooperation in tourism and regional development. *Tourism & management studies*, *14*(4), 50-62.	

	3. Promoting gastronomic offer - ... - ...	del Pilar Leal Londoño, M. (2015). Related Strategies to Promote Gastronomy in Geographically Disadvantaged Areas. A comparative analysis of Catalonia and Scotland. *Via. Tourism Review*, (8).	
	4. ICT applied to gastronomic tourism & digital marketing - ... - ...		
3	1. Matching local food & wine - Introduction to food and wine matching - Definition of food and wine matching - Importance of food matching - Objectives 2. Basic principles of food and wine matching - Compatibility of flavours - Contrast - Harmony - Balance between dishes and wines 3. Variety of local wines - Description of the most outstanding local wines of the region - Characteristics of the wines (colour, bouquet, taste) - Appellations of origin and particularities of the region 4. Types of food - Starters		IPG USAL

	- Main courses - Desserts 5. Wine matching - with starters - with main courses - with desserts 6. Practical recommendations (I can think of how to organise a wine tasting, tips for choosing the right wine, importance of temperature in wine matching). 7. Local gastronomic experiences - Visits to wineries - Tasting of food and wine pairings in the region - Events and fairs		
	8. Mediterranean diet & the tourists - ... - ...		MCE

DEFINITIVE CURRICULUM

The final curriculum in terms of objectives and learning outcomes was therefore structured at EQF level 4 as follows:

Modules	Lesson Objectives	Learning outcomes	Lesson duration*
Module 1 Farm to fork strategy	Get learner to - Understand the main objectives of the Farm to Fork strategy - Identify the opportunities it offers to small-scale producers - Learn how to implement sustainable production and marketing practices according to the Farm to Fork policy principles	Learner will: -Be aware of the environmental and social issues associated with farming at the EU level and the ability to incorporate responsible practices - Be able to establish and maintain relationships with other local producers, markets, restaurants and support organisations to strengthen the local farming community	8 hours
Module 2 Analysis between global and local tourism attractors	Get learner to - Analyse tourist preferences and value authenticity	Learner will be able to - Analyse and identify the distinct attraction factors between global (international) and local (regional or national) tourism - Differentiate market segments according to the expectations and preferences of target audiences - Recognise and respond to the different motivations of local and international tourists - Appreciate world heritage recognition	8 hours
Module 3 Gastronomic tourism as business opportunity	Get learner to -Identify and develop unique gastronomic tourism products - Incorporate local culture and heritage into the culinary journey - Create innovative, sustainable, and customer-focused culinary tourism offers	Learner will be able to: - Design gastronomic tourism offers that combine local culinary traditions with modern tourism needs - Integrate local culture, history, and culinary traditions into the tourist experience to make it more authentic and appealing - Create memorable experiences that resonate with tourists needs	6 hours

Modules	Lesson Objectives	Learning outcomes	Lesson duration*
Module 4 Psychological motivations and innovation in gastronomic tourism	Get learner to - Analyse tourist motivations in gastronomic experiences - Apply innovative approaches in gastronomic tourism	Learner will be able to: - Develop strategies to influence tourist choices - Create more appealing and successful gastronomic offerings	7 hours
Module 5 Marketing	Get learner to -Understanding the fundamentals of marketing	Learner will be able to: - Develop a critical integrated perspective that enables the optimization of investments (costs/efforts) in marketing - Analyse marketing strategies - Design and implement marketing tools	9 hours
Module 6 Business plan	Get learner to -Understand the fundamental principles, tools and steps involved in drawing up a business plan	Learner will be able to: - Plan strategically (set clear objectives, design a detailed roadmap, considering resources and market constraints) - Analyse financial aspect - Organize and manage projects - Adapt and solve problems	10 hours
Module 7 ICT applied to gastronomic tourism and digital marketing	Get learner to -Use digital marketing campaign to promote products and get visibility	Learner will be able to -Set the basis for a digital marketing campaign -Understand the advantages of using Google Ads and social media Ads	12 hours

Modules	Lesson Objectives	Learning outcomes	Lesson duration*
Module 8 Quality & labelling process	Get learner to -Understand how to provide & ensure quality of their gastronomic touristic offer as well as to get to know the various labels & certification programmes	Learner will be able to: - Implement appropriate food safety practices - Understand better the various ways for ensuring the quality in gastronomic tourism - Identify, differentiate, and apply relevant quality, sustainability, and certification labels in gastronomic tourism - Incorporate sustainable practices into culinary tourism offers	10 hours
Module 9 Short Food Supply Chain to promote local food	Get learner to - Get more familiar with the diversity of Short Food Supply Chains -Understand the sustainable value (economic, social and ecological) of the Short Food Supply Chains	Learner will be able to: - Analyse the benefits and constraints for producers of different models of SFSC - Develop a short supply chain adapted to one specific business or group of businesses - Link SFSC with tourism (local markets, restaurants, etc.)	8 hours
Module 10 Hospitality and service provision to tourist	Get learner to -Familiarizing learners with essential components to elevate hospitality in gastronomy tourism.	Learner will be able to: - Identify existing tourism capacity linked with the production/cultural heritage - Develop sustainable activities on the farm/business/ offering a living experience - Improve attitude towards visitors (locals & foreigners)	8 hours

DEFINITIVE CURRICULUM ACTIVITIES

Modules	Activities

Module 1
Farm to fork strategy
	- case study:
	  • "La Ruche qui dit oui"
	- activity:
	  • creating a **map or diagram** that tracks a chosen product from its origins on the farm to its final consumption
	- quiz of module 1

Module 2
Analysis between global and local tourism attractors
	- case studies:
	  • "Europe's most international wine route"
	  • "STRUMA Valley – the wine destination for all generations"
	- activities:
	  • Strategic Analysis in Gastronomic Tourism Development
	  • Exploring gastronomic tourism strategies
	- quiz of module 2

Module 3
Gastronomic tourism as business opportunity
	- case studies:
	  • " Village Holiday in the Rhodopes" :"La Vita è Bella Educational Farm – A Learning Experience in Italian Gastronomy and Nature"
	  • Farm "To Fillo"
	- activity: Developping a new gastronomic tourism offer
	- quiz of module 3

Module 4
Psychological motivations and innovation in gastronomic tourism
	- case studies:
	  • "School of Tourism and Hospitality of the Polytechnic Institute of Guarda"
	  • "A summer camp for children in a family-owned dairy"
	- activities:
	  • Design an innovative touristic offer for your business
	  • Design an innovative menu that can attract more people to your product
	- quiz of module 4

Modules	Activities

Module 5
Marketing
	- case study:
	  • "Marchese Adorno"
	- activity:
	  • Create a marketing plan for your business
	- quiz of module 5

Module 6
Business plan
	- case study:
	  • "Gourmet Haven Restaurant"
	- activity:
	  • Create a business plan
	- quiz of module 6

Module 7
ICT applied to gastronomic tourism and digital marketing
	- case study:
	  • Quesería La Antigua's Digital Journey in Cheese-Making Excellence
	- activities:
	  • Creating a Buyer Persona
	  • Planning an Interactive Digital Campaign
	- quiz of module 7

Module 8
Quality & labelling process
	- case studies:
	  • "EU Organic logo"
	  • "The story of the Feta PDO"
	- activities:
	  • Can I get a label for my products?
	  • Prepare a short & basic HACCP plan
	- quiz of module 8

Module 9
Short Food Supply Chain to promote local food
	- case study:
	  • Get inspired from Collective SFSC initiatives in the EU
	- activity:
	  • Design the best Short Food Supply Chain model for your business
	- quiz of module 9

Module 10
Hospitality and service provision to tourist
	- case studies:
	  • Gastronomy Tourism & Hospitality
	- activity:
	  • Integrating Heritage Interpretation into Hospitality
	- quiz of module 10

APPENDIX: QUESTIONNAIRE PROPOSAL

Survey for CultourGastronomy project' stakeholders

Dear Madam/Sir.,
We are developing a complete course related to cultural and gastronomic heritage topics. The aim of our project, called CultourGastronomy, is to develop an innovative, holistic and interactive approach for small and family producers of local, typical or endogenous foods and drinks and all related stakeholders and promoting awareness on cultural value of the gastronomic heritage. We would like you to answer a few questions to help us understand the needs of the people who work in this field.

The CultourGastronomy project invites you to participate in the project by contributing to the development of the learning model and the course content and structure.

• *Benefits:* There are no direct, tangible benefits to your participation in this project; however, you will contribute towards the development and improvement of the course.

• *Confidentiality:* This questionnaire is confidential. The answers will only be used to improve the materials, according to the objectives of the CultourGastronomy project.

• *Storage and future use of data:* We will collect some personal data such your name and email address to be able to contact you for follow up if needed, we will only use the answers provided in the piloting process to further develop and improve the CultourGastronomy platform and we will never share the data with third parties.

By agreeing with the following statement of consent and filling the questionnaire, you agree to become part of the CultourGastronomy project.

Remember: Your participation is voluntary. If you decide to participate, you are free to withdraw at any time.

If you have questions about this project, you can contact berhault.marina@cde-petrapatrimonia.com

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E-mail _____
Name _____
Company name _____
In which of the following categories do you identify with?

- Small and family producers of local typical or endogenous foods and drinks;
- Tourism service providers;
- Agricultural entrepreneurs who are new entrants or who have been active for less than 3 years;
- Craftsmen in the agri-food sector;
- New entrepreneurs active in the rural tourism sector;
- Entrepreneurs and workers in the hotel, catering and trade of regional products;
- Young people who want to improve their qualifications and integrate the labor market.

SECTION 1. TEACHING-LEARNING PROCESS

1.Are you facing any difficulty in developing your business?

Yes/Not

2. If yes, what kind of difficulties? _____

3. Do you have any need of training?

Yes/Not

4. If yes, what kind of training?_____

5. Which of the following topics related to gastronomy and tourism would be of most interest to you? Please rate the following statements on a scale from 1 - 5, with **1 being not all important** and **5 being extremely important.**

1. Gastronomic tourism as business opportunities for local producers, family producers & touristic services providers	1	2	3	4	5
2. Good models for innovation & how it is connected to entrepreneurial strategy	1	2	3	4	5
3. Gastronomic tourism marketing	1	2	3	4	5
4. Communication & cooperation techniques	1	2	3	4	5
5. ICT applied to gastronomic tourism & digital marketing	1	2	3	4	5
6. European "Farm to Fork" strategy for a fair, healthy & environmentally-friendly food system	1	2	3	4	5
7. Mediterranean diet & the tourists	1	2	3	4	5
8. Matching local food & wine	1	2	3	4	5

6. 1If there is any other topic that hasn't been on the previous list and you think should be covered, please specify here

_____

7. Do you know of any interesting projects related to culture and gastronomy in your community? Please tell us a few words about this project (If it is possible, please provide a link to this project)

_____

8. Do you have any collaboration with other local stakeholders?
If Yes, please, write the type of stakeholders i.e. hotels/restaurants/ tour agents/ etc..

If Not. please explain why? (i.e. lack of knowledge how / lack of information for other stakeholders / lack of desire to cooperate with others / no interest from the other / etc)

_____

9. What do you expect from a trainer in an online and semi-autonomous learning process (students are led to learn actively by doing on their own but under the teacher's) guidance? Please rate the following statements on a scale from 1 - 5, with **1 being not all important** and **5 being extremely important**.

1.Only a precise agenda and topics descriptions	1	2	3	4	5
2.Assessment of your learning needs	1	2	3	4	5
3. Info packs with more details on project and training, further elaboration on topics that will be covered and short bio from trainers	1	2	3	4	5
4. Guidance, support, constructive feedback, additional expertise, practical examples from experience	1	2	3	4	5
5.Preliminary reading materials (published materials, manuals, guidebooks, etc.)	1	2	3	4	5

10. What form of evaluation do you prefer? **(Please select one answer)**

1.Online based test at home and/or work without supervision	
2. Online based exam with supervision	
3. Individual written exam with supervision at the end of the workshop/seminar	
4. Individual project /practical personal assignment	
5. Group assignment after the end of the course (e.g. four weeks after the course)	
6. Other (please specify):	

SECTION 2. Online Learning Platform

11. This project has envisioned a learning platform creation. How important are the following for you? Please rate the following statements on a scale from 1 – **5, with 1 being not all important** and **5 being extremely important**.

1. Repository of best practices.	1	2	3	4	5
2. Important principles & theoretical information	1	2	3	4	5
3. Peer-to-peer connections with other tourism and gastronomy management/training institutions.	1	2	3	4	5
4. Guest posts/blogs by other tourism and gastronomy management organizations & training institutions.	1	2	3	4	5
5. Available guide, tools and templates.	1	2	3	4	5

12. Which aspects or features of a virtual learning environment do you find important? Please rate the following statements on a scale from 1 – 5, with **1 being not all important** and **5 being extremely important**

1.Ease of use	1	2	3	4	5
2.Navigation	1	2	3	4	5
3.Visual design/layout	1	2	3	4	
4.Informative glossary	1	2	3	4	5
5.Overall functionality	1	2	3	4	5

13. What do you prefer? **(Please choose one option only)**

1.Free access to all of the course modules during the whole course duration	
2.Sequential access to the modules (i.e. once I complete the first module I can access the second one and so on)	

14. I prefer lessons and/or modules **(Please choose one option only)**

1.With test questions/exercises incorporated in the text	
2.With test questions/exercises at the end of each module	
3.With test questions/exercises at the end of the whole course	
4.Without the self-test questions/ exercises	

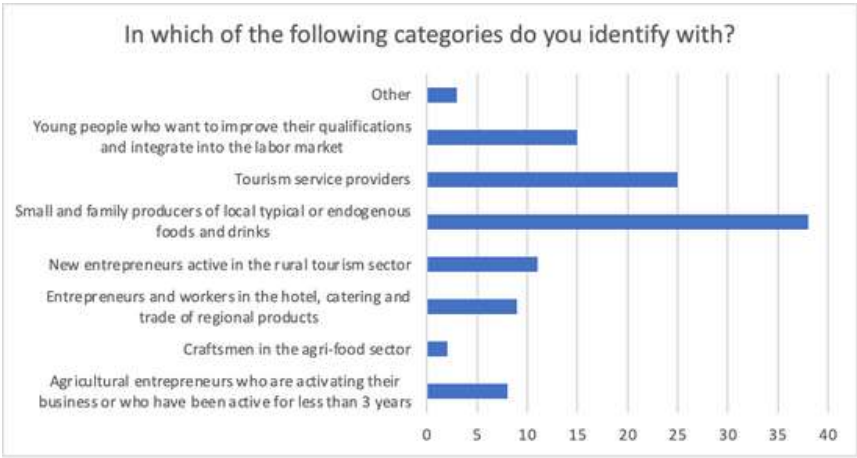
15. What is your availability for participating in learning activities on a scale from 1 to 10 hrs per week (1 poor – 10 totally available)?

1	2	3	4	5	6	7	8	9	10

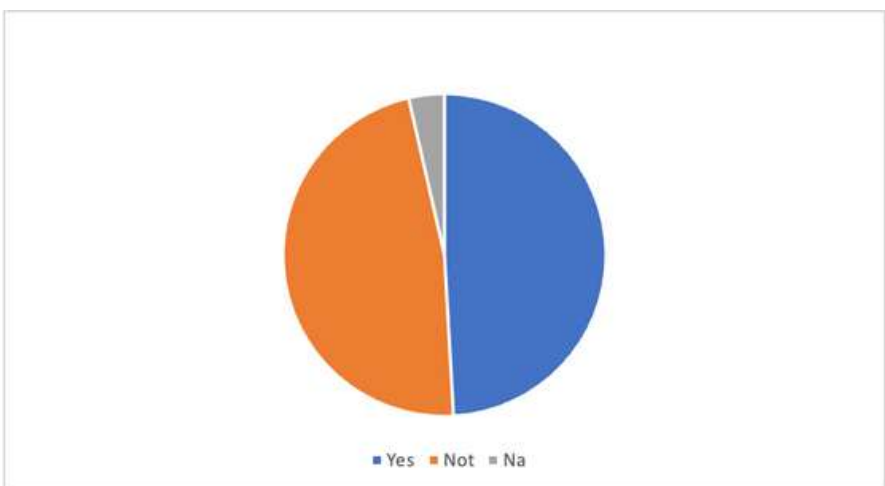
16. What is your preferred LEARNING STRUCTURE when undertaking training?
Please choose on a rating of 1 to 4 with 1 being the least favored option and 5 being the most favored option.

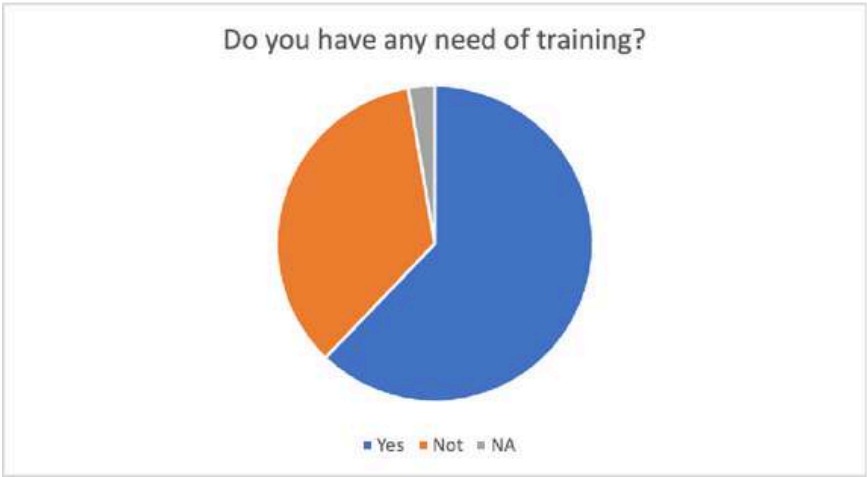
	No opinion	1	2	3	4	5
Online short modular self-study lessons: (30 min-1 hour duration)						
Paper-based short modular self-study lessons (30 min-1 hour duration)						
Task specific, short-term training						
Attending networking events with peers (evenings)						
Training during working hours						
Training outside of working hours (weekday evenings)						
Training outside of working hours (some weekend)						
Other (please specify)						

APPENDIX: QUESTIONNAIRE RESULTS

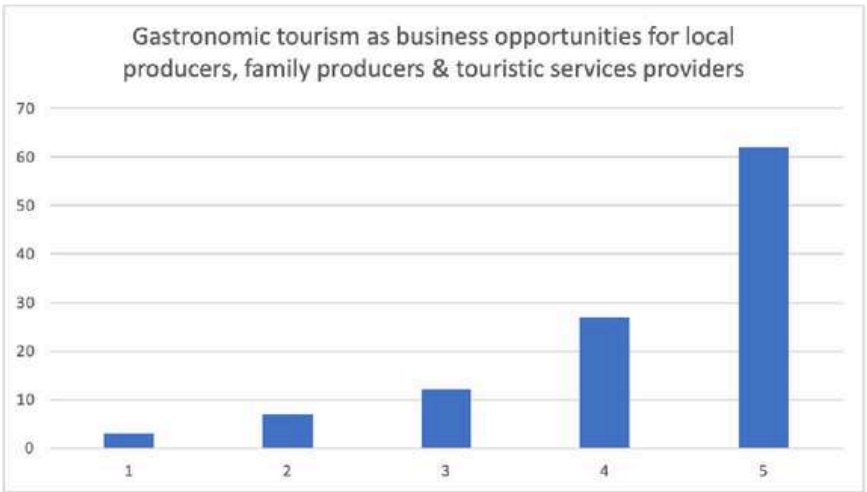


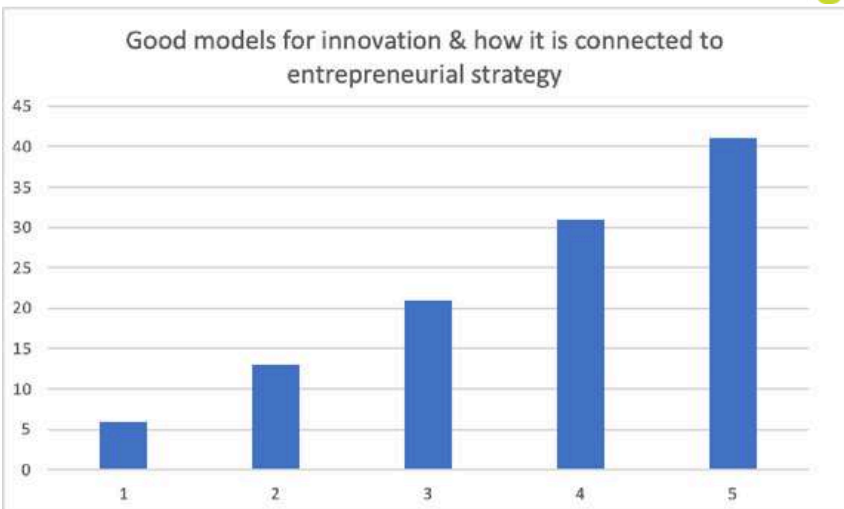
Are you facing any difficulty in developing your business?

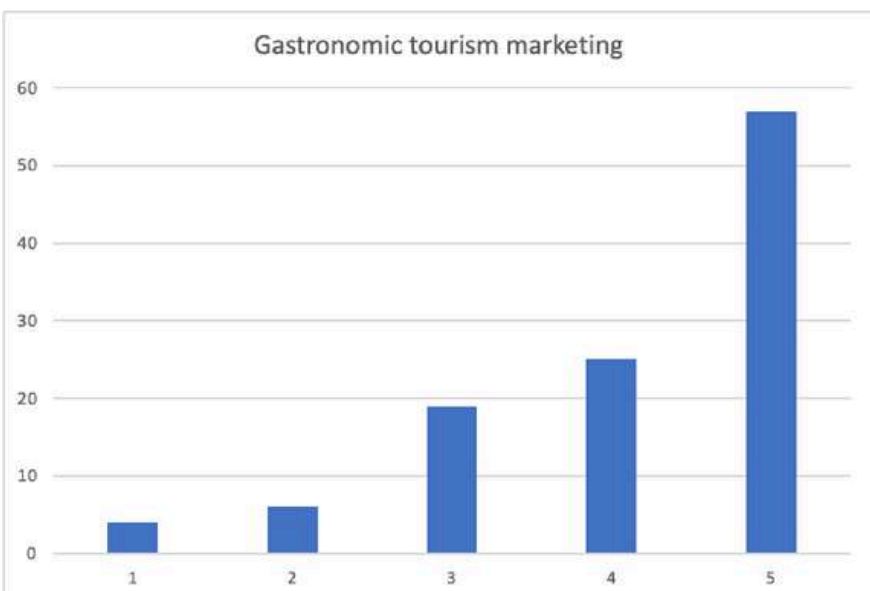




Which of the following topics related to gastronomy and tourism would be of most interest to you?




Good models for innovation & how it is connected to entrepreneurial strategy
45
40
35
30
25
20
15
10
5
0
1
2
3
4
5


Gastronomic tourism marketing
60
50
40
30
20
10
0
1
2
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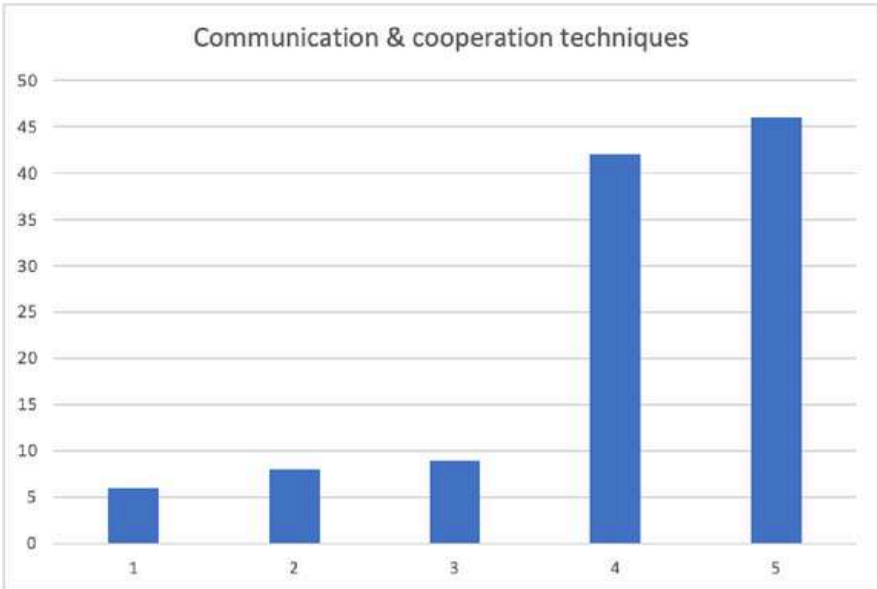
Communication & cooperation techniques
50
45
40
35
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20
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10
5
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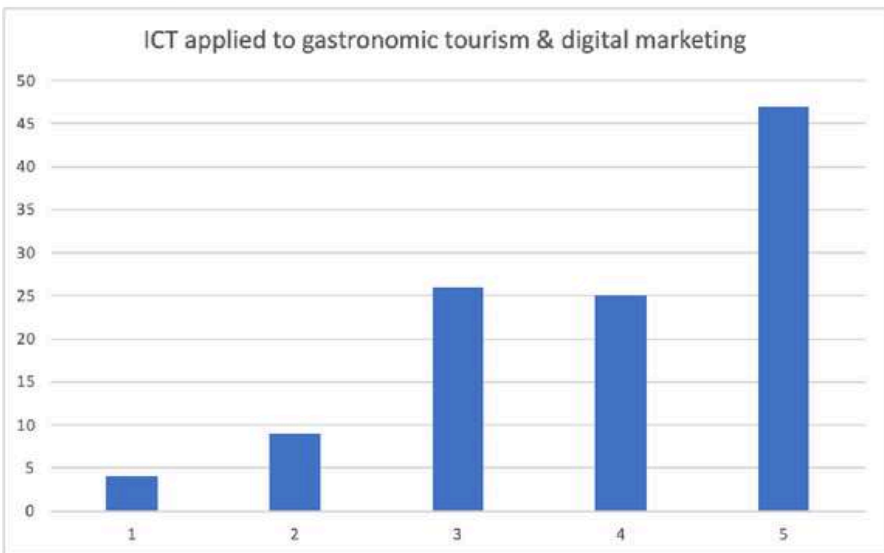
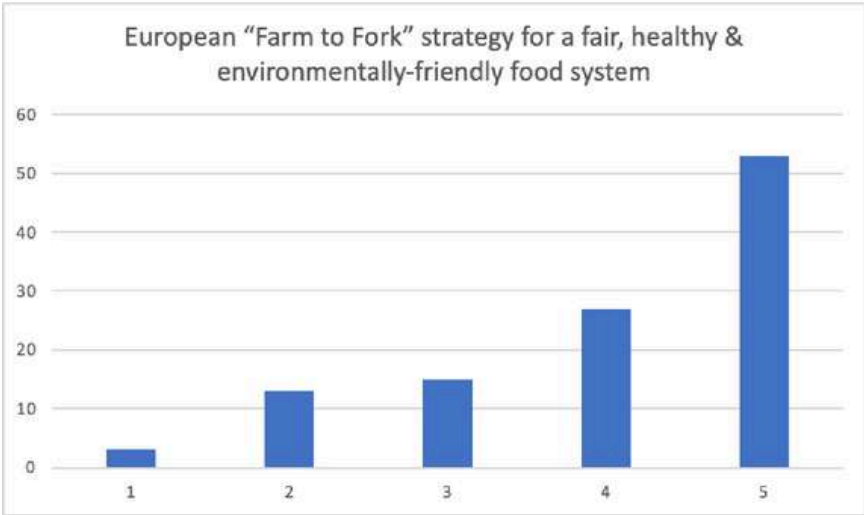

ICT applied to gastronomic tourism & digital marketing
50
45
40
35
30
25
20
15
10
5
0
1
2
3
4
5


European "Farm to Fork" strategy for a fair, healthy & environmentally-friendly food system
60
50
40
30
20
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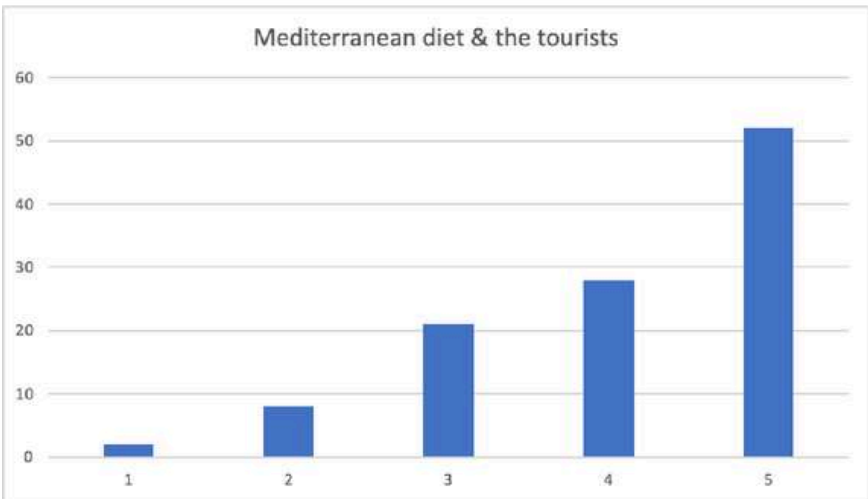
Mediterranean diet & the tourists
60
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0
1
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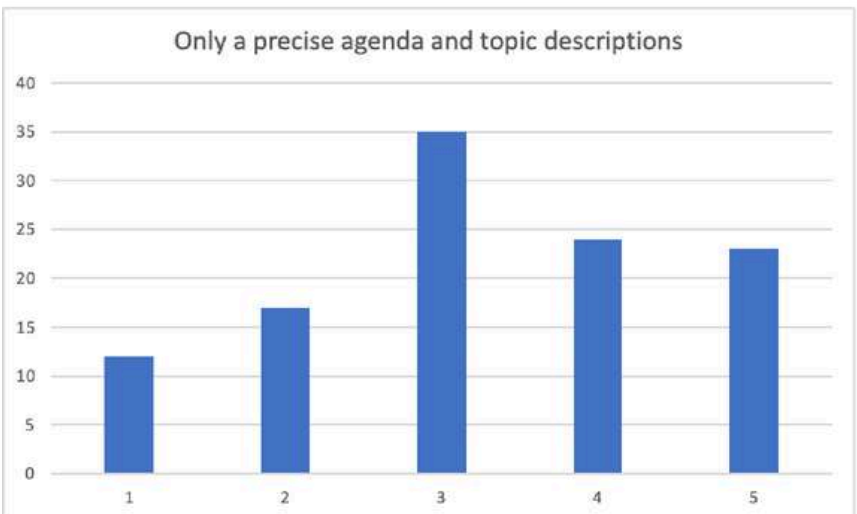
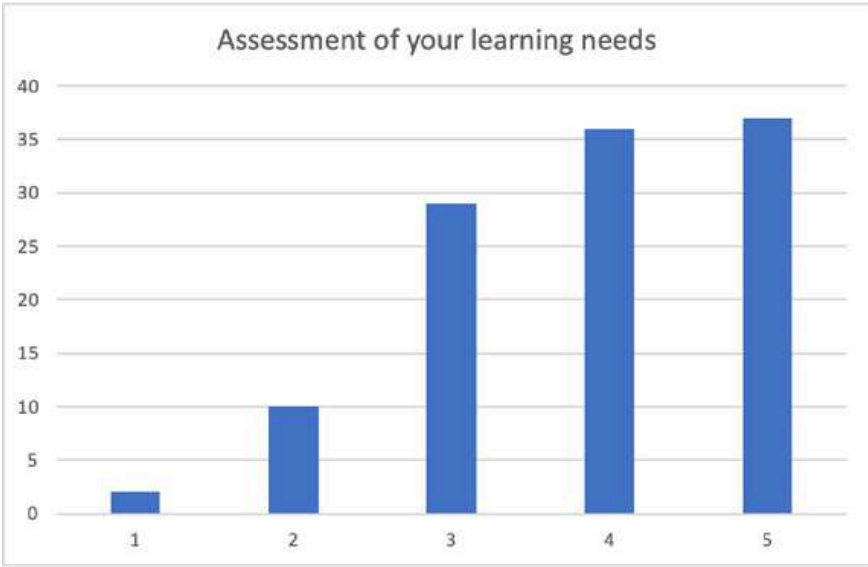
What do you expect from a trainer in an online and semi-autonomous learning process (students are led to actively learn by doing on their own but under teacher guidance)? Please rate the following statements on a scale of 1 to 5, with 1 being not at all important and 5 being extremely important.




Assessment of your learning needs
40
35
30
25
20
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10
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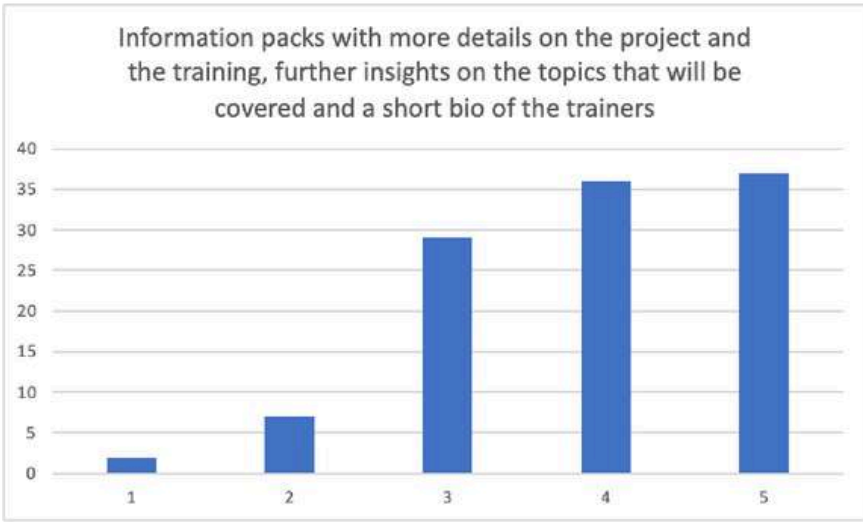
Information packs with more details on the project and the training, further insights on the topics that will be covered and a short bio of the trainers
40
35
30
25
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15
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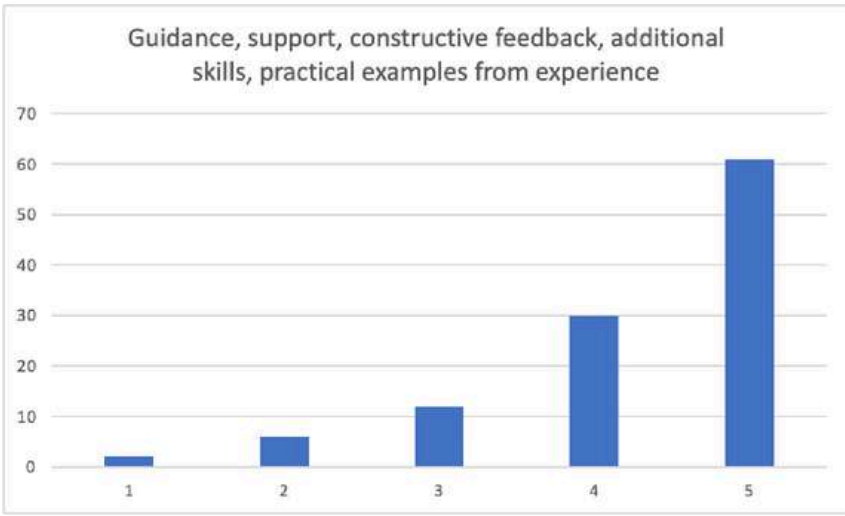
Guidance, support, constructive feedback, additional skills, practical examples from experience
70
60
50
40
30
20
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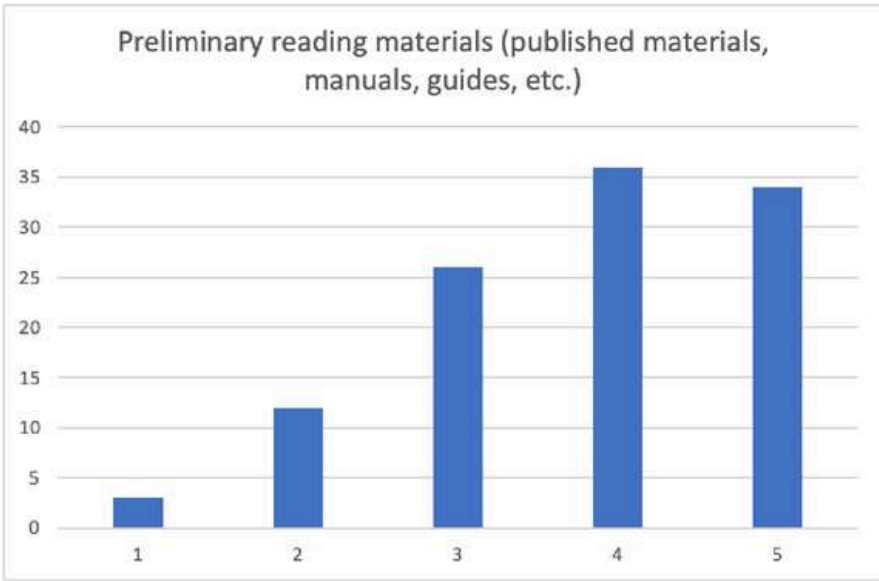
Preliminary reading materials (published materials, manuals, guides, etc.)
40
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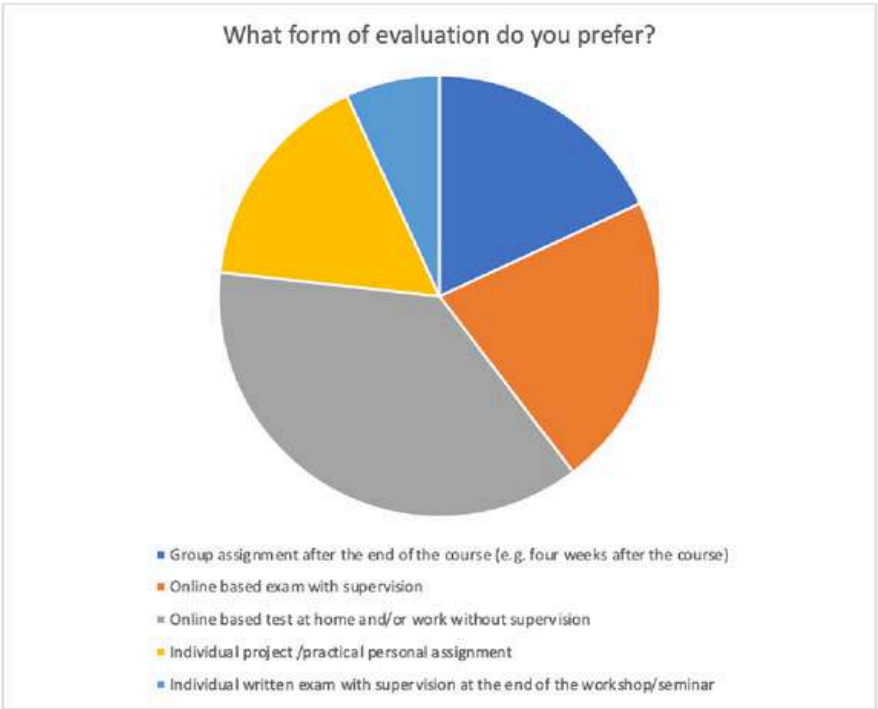
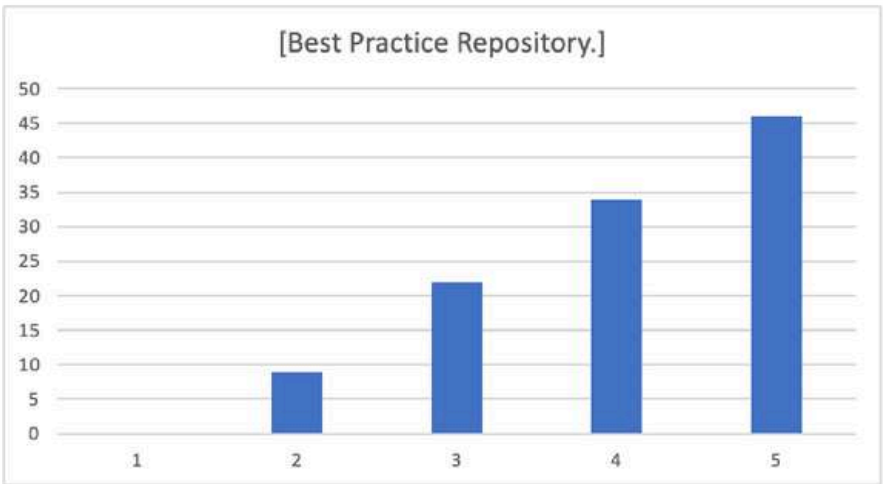

What form of evaluation do you prefer?
Group assignment after the end of the course (e.g. four weeks after the course)
Online based exam with supervision
Online based test at home and/or work without supervision
Individual project /practical personal assignment
Individual written exam with supervision at the end of the workshop/seminar


[Best Practice Repository.]
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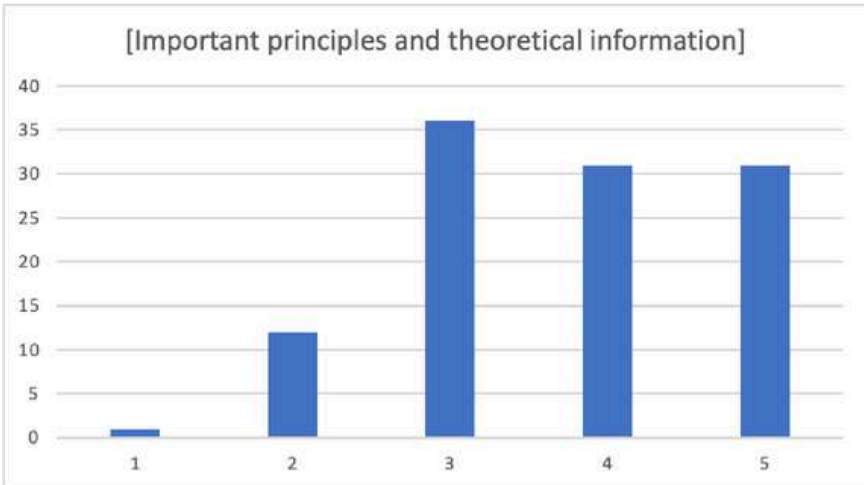
[Important principles and theoretical information]
40
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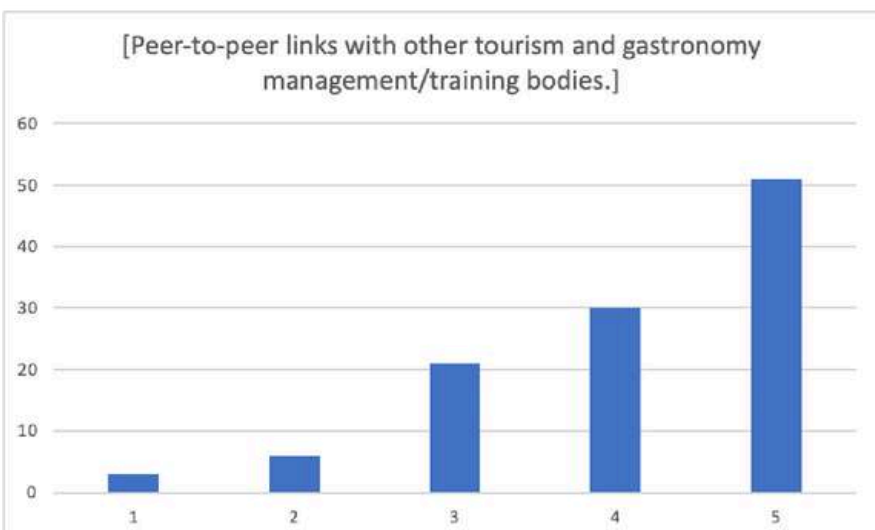
[Peer-to-peer links with other tourism and gastronomy management/training bodies.]
60
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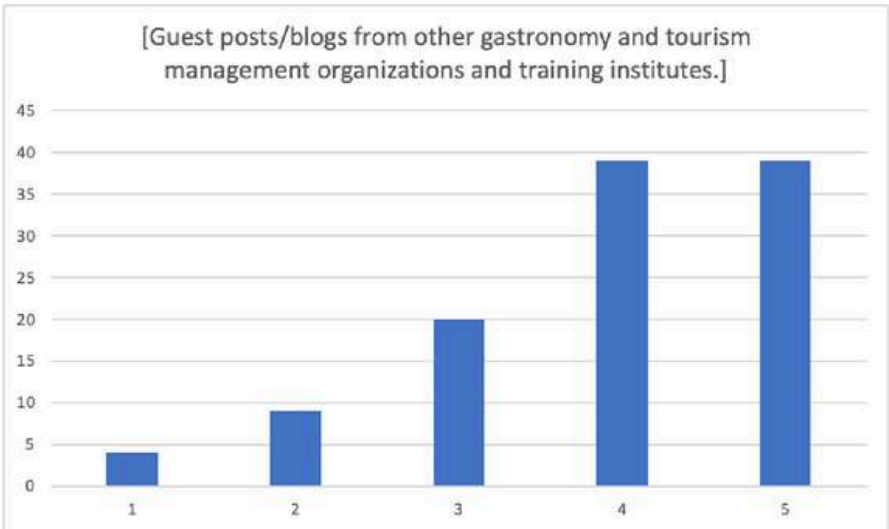
[Guest posts/blogs from other gastronomy and tourism management organizations and training institutes.]
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35
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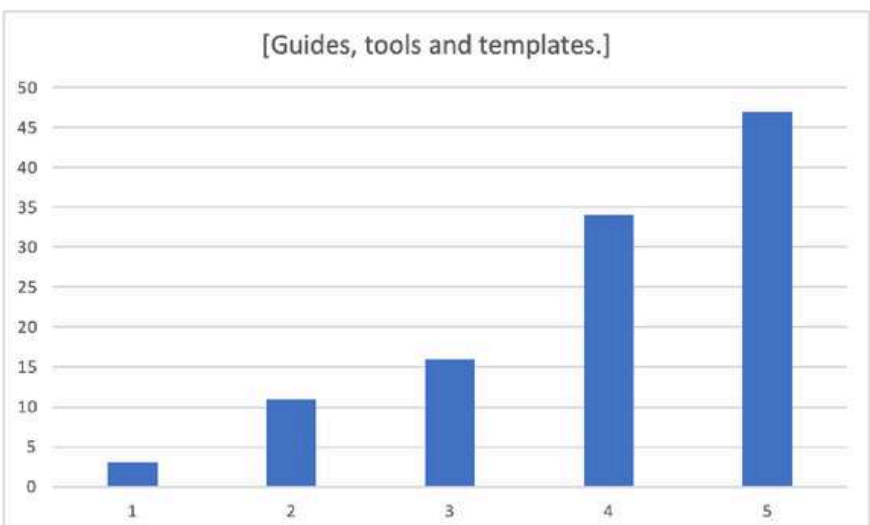
[Guides, tools and templates.]
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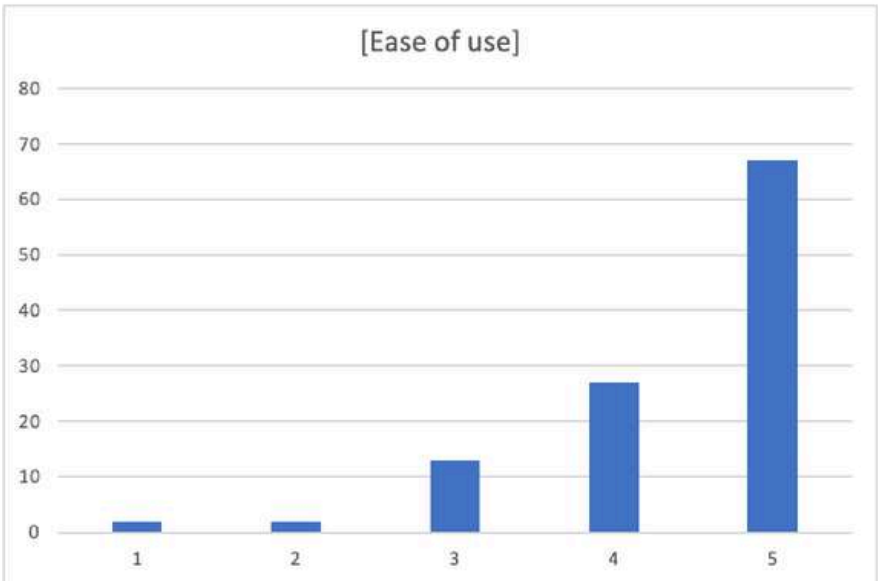
[Ease of use]
80
70
60
50
40
30
20
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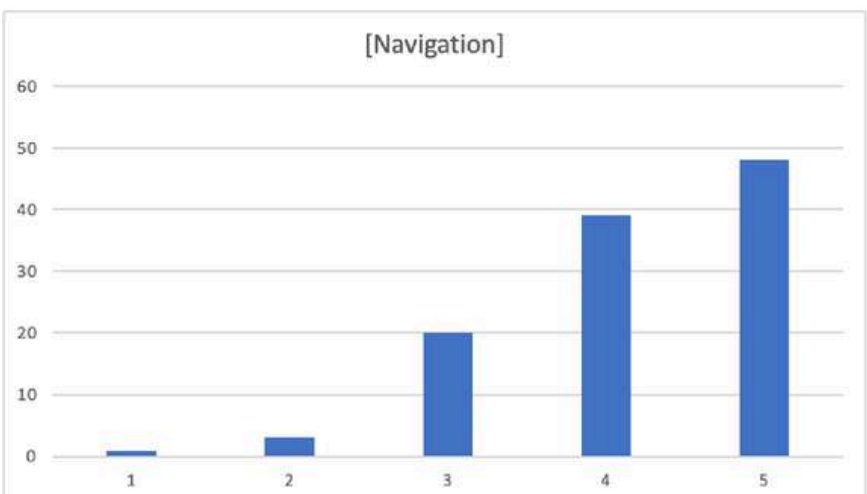
5


[Navigation]
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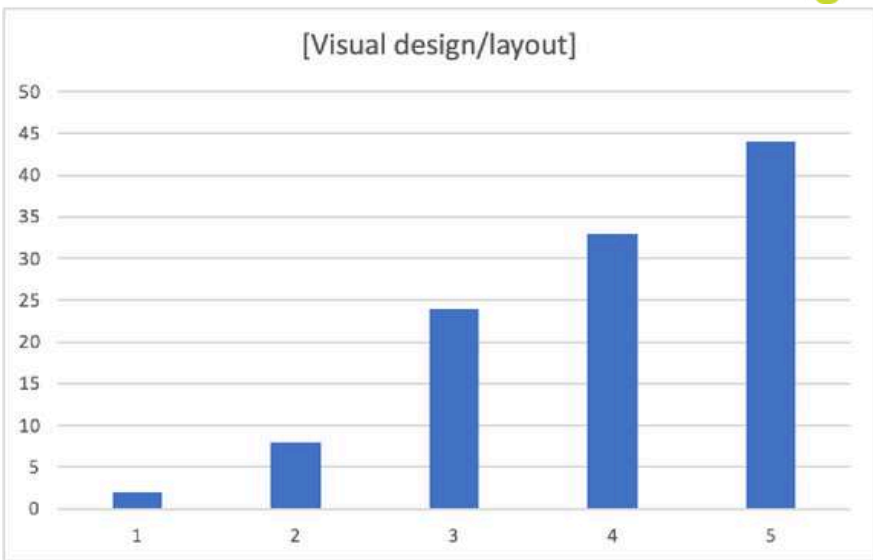
[Visual design/layout]
50
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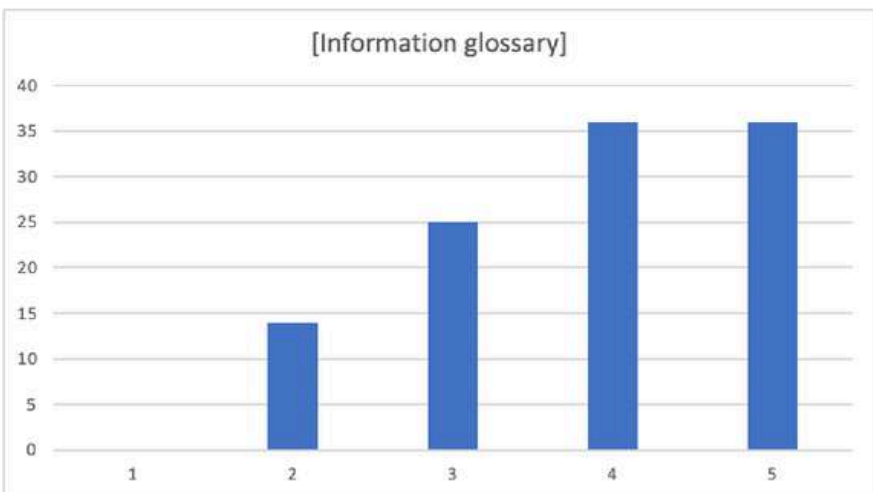
[Information glossary]
40
35
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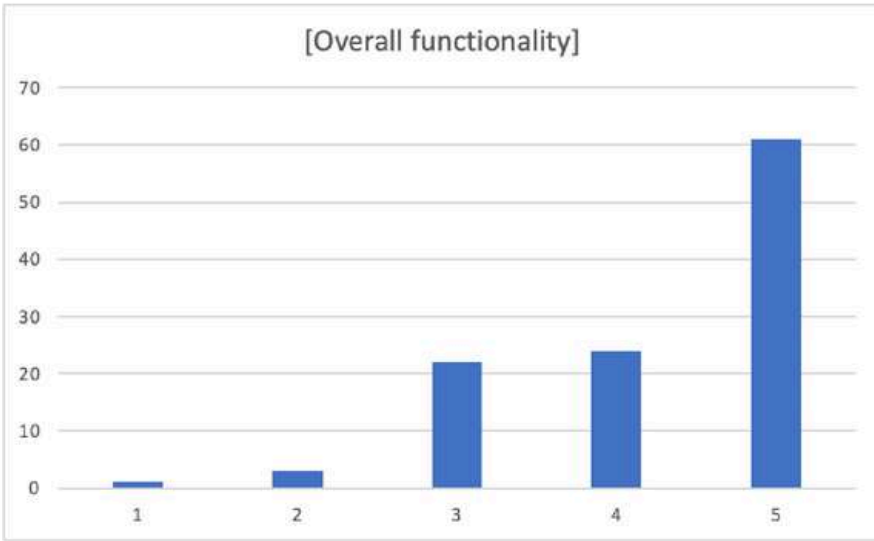
[Overall functionality]
70
60
50
40
30
20
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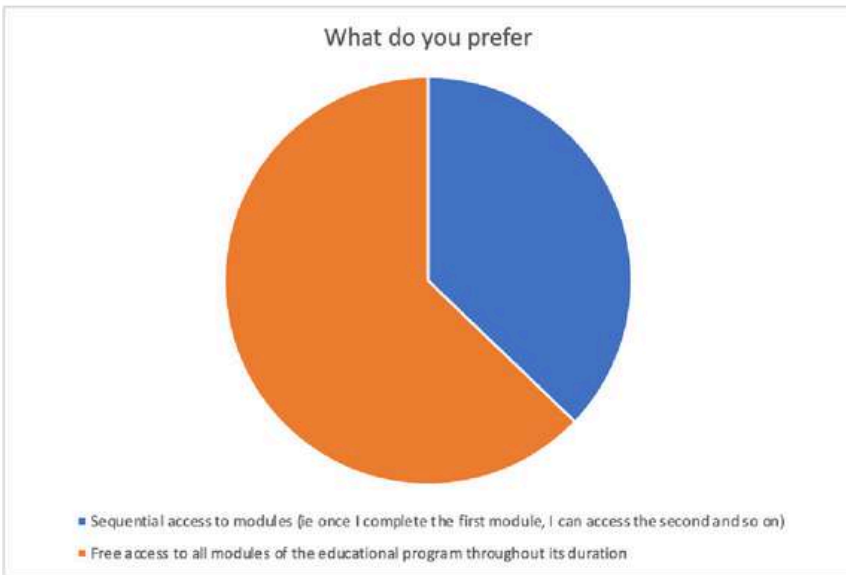
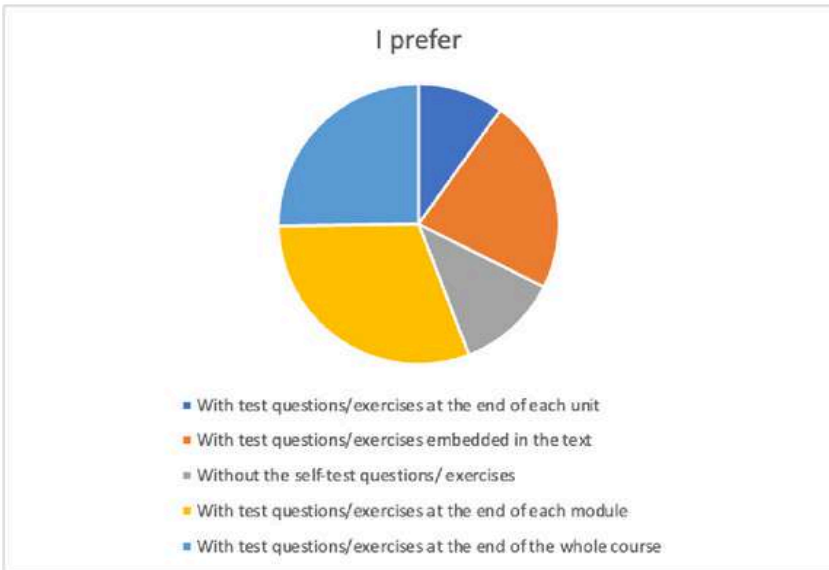
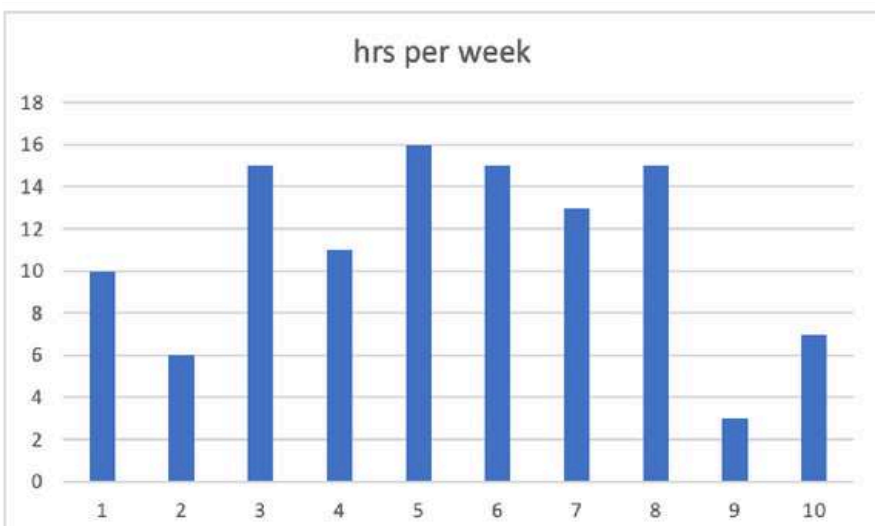
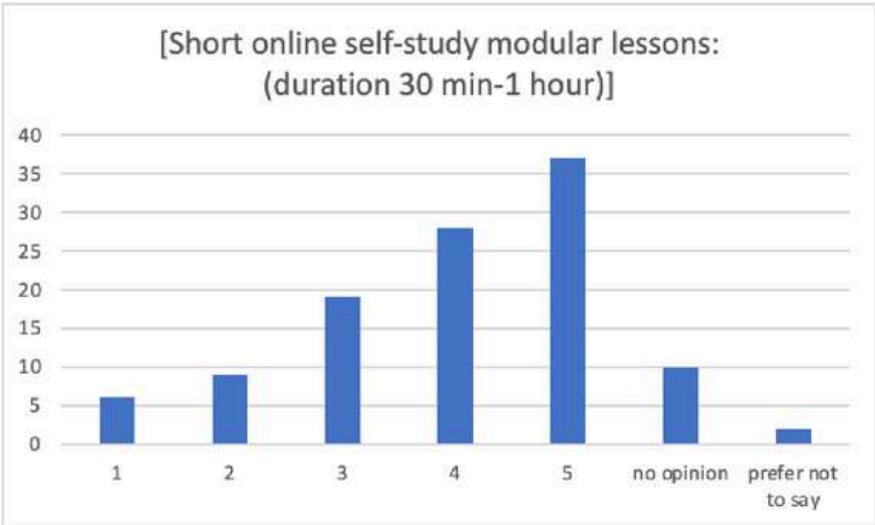
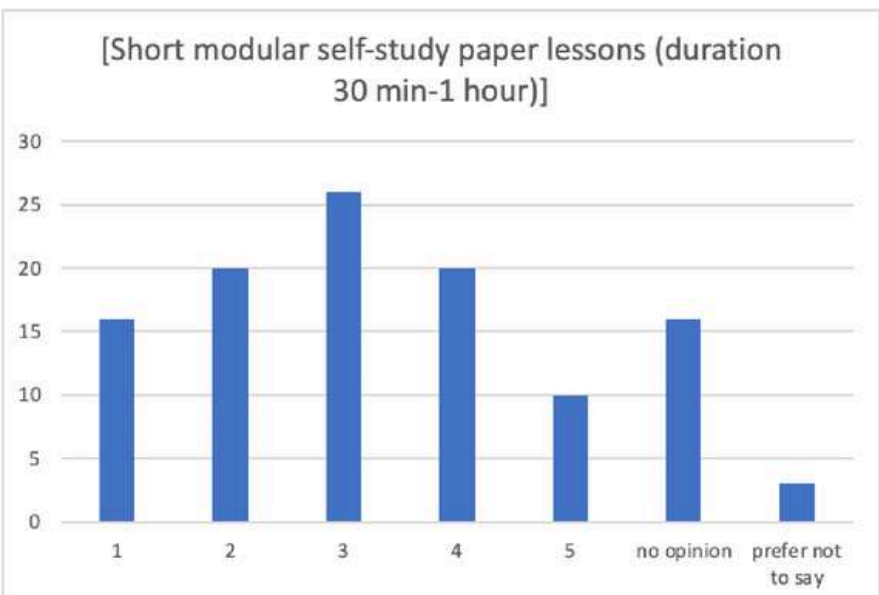

What do you prefer
Sequential access to modules (ie once I complete the first module, I can access the second and so on)
Free access to all modules of the educational program throughout its duration

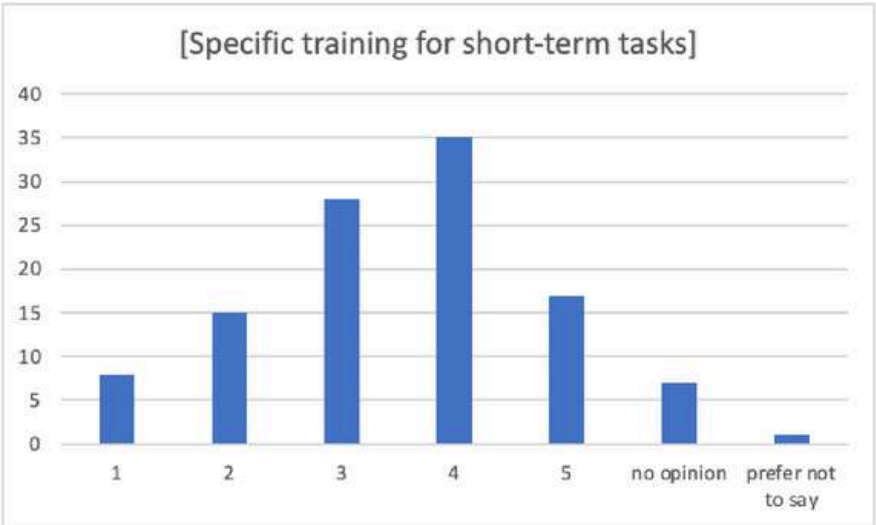


What is your availability for participating in learning activities on a scale from 1 to 10 hrs per week




[Short online self-study modular lessons:
(duration 30 min-1 hour)]
40
35
30
25
20
15
10
5
0
1
2
3
4
5
no opinion
prefer not to say


[Short modular self-study paper lessons (duration
30 min-1 hour)]
30
25
20
15
10
5
0
1
2
3
4
5
no opinion
prefer not to say


[Specific training for short-term tasks]
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35
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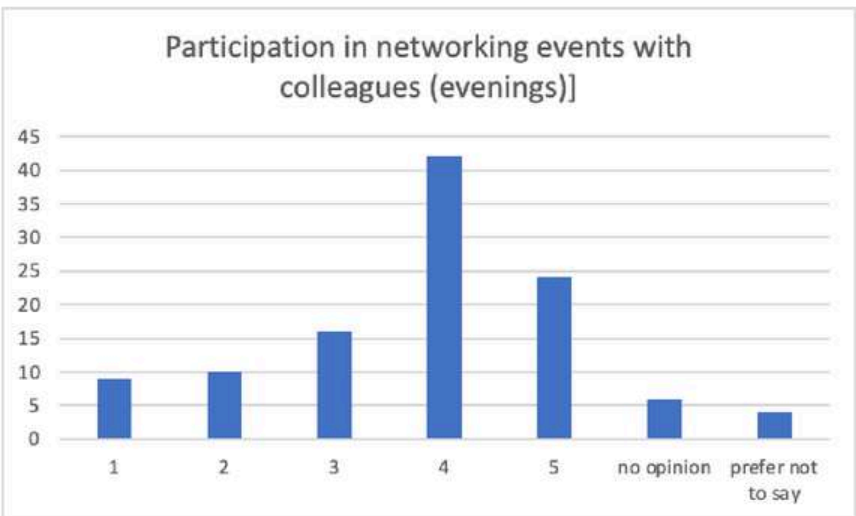
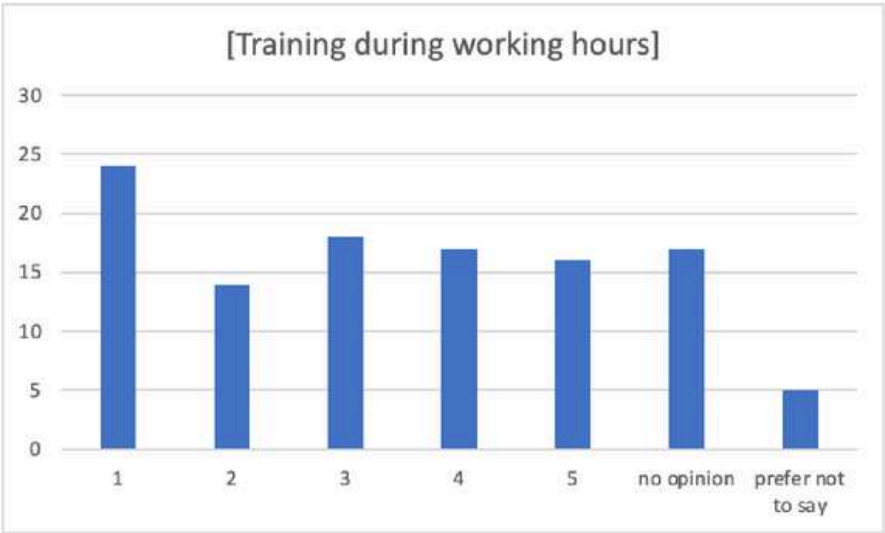
no opinion
prefer not to say


Participation in networking events with colleagues (evenings)]
45
40
35
30
25
20
15
10
5
0
1
2
3
4
5
no opinion
prefer not to say


[Training during working hours]
30
25
20
15
10
5
0
1
2
3
4
5
no opinion
prefer not to say

[Training outside business hours (weekday evenings)]
35
30
25
20
15
10
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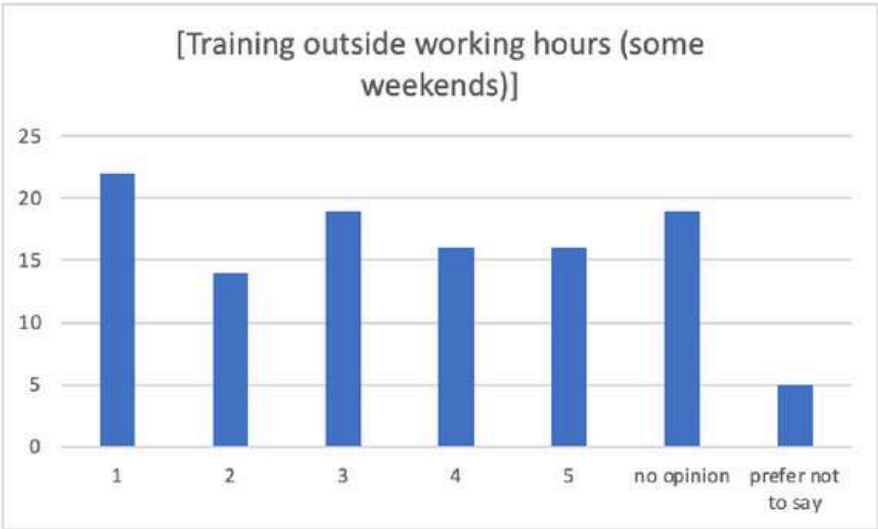
2
3
4
5
no opinion
prefer not to say


[Training outside working hours (some weekends)]
25
20
15
10
5
0
1
2
3
4
5
no opinion
prefer not to say

Project number 2022-1-FR01-KA220-VET-000086243

Cultour Gastronomy

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