



The Institut Paul Bocuse, Worldwide Alliance: Intercultural Learning and Creativity

Jani Ceder

Bachelor's Thesis
Degree Programme in Restaurant Management
2016



Author Jani Ceder	
Degree programme Bachelor's Degree in Restaurant Management	
Report/thesis title The Institut Paul Bocuse, Worldwide Alliance: Intercultural Learning and Creativity	Number of pages and appendix pages 61+11
<p>The Institut Paul Bocuse and Worldwide Alliance's partner schools bring together students from 15 countries and 5 continents. During the four months they spend together at the program, students share a common objective: learning French cuisine in an intercultural environment, which offers them the possibility to learn from each other's cultural background and cooking skills.</p> <p>The main objective of this thesis is to collect information from former Worldwide Alliance students (alumni) on how they experienced this intercultural learning process and whether it has had an effect in their creative thinking in the culinary field.</p> <p>Noticing they engaged not only in short but also in long term networking through, e.g. social media, the author grew curious to the idea: does intercultural learning continues after their program and, does this interaction affect their culinary creativity.</p> <p>Haaga-Helia University of Applied Sciences commissions this thesis and its results are targeted for all Worldwide Alliance partner schools and their students.</p> <p>The author has chosen to use a zipper structure in this thesis, with the theoretical framework and the empirical parts being intertwined. The theoretical part of the thesis is focused on four main themes: food culture, intercultural learning, networking and creativity.</p> <p>This thesis uses qualitative research methods; the information and data were collected during a two-month period, from December 2015 to January 2016, through web-based questionnaires and interviews. Furthermore, the author's own experiences are presented separately on the findings and conclusions section.</p> <p>The results of this thesis aim to discuss further possibilities of intercultural learning and culinary creativity development in students, during and after the Worldwide Alliance program.</p> <p>Finally, the conclusion of the author is introduced. The results indicate that the process of intercultural learning starts in the Worldwide Alliance, but continues, in a long-term, with the help of social media, e.g. in Facebook and Instagram. Based on the study, the final conclusion is logical, by constantly getting to know different cultures, it gets easier for us to adapt new skills that could lead us to a more creative thinking.</p>	
Keywords food culture, intercultural learning, cooking skills, networking, creativity	

Table of contents

1	Introduction	1
1.1	Background.....	1
1.2	Objectives	2
1.3	Structure of the thesis	4
2	The Institut Paul Bocuse	5
2.1.1	Principles and values	6
2.1.2	Innovation at the Institut Paul Bocuse	7
2.2	The Worldwide Alliance.....	7
3	Study Process.....	13
3.1	Topic.....	13
3.2	Theoretical framework.....	13
3.3	Data gathering	14
3.4	Data analysis	15
4	Food Culture	16
4.1	Definition of culture	16
4.2	When food becomes culture?.....	18
4.3	Students' perception of cultural diversity	19
4.3.1	Findings	20
5	Intercultural Learning.....	27
5.1	Concept of intercultural learning.....	27
5.2	Objectives of intercultural learning	31
5.3	The process of intercultural learning	32
5.4	Students' perception on intercultural learning	33
5.4.1	Findings	34
6	Networking.....	42
6.1	Alumni networks and social media	42
6.2	Students' perception on networking	43
6.2.1	Findings	43
7	Creativity	48
7.1	Definition of creativity	48
7.2	Creativity in gastronomy.....	51
7.3	Students' perception on creativity	52
7.3.1	Findings	53
8	Conclusions	58
8.1	Reliability	59
8.2	Personal learning	60
	References	62

Appendices	65
Appendix 1. The questionnaire for students (English).....	65
Appendix 2. The questionnaire for students (Spanish)	68
Appendix 3. The questionnaire for teachers (English)	72
Appendix 4. Interview for students.....	74

1 Introduction

The work of the chef is creative. The chef builds something new with his hands and his innovative way of thinking, creating new tastes and presentations in the plate. Some chefs trust traditional cooking while others innovative ways of preparing food; this last kind of chefs are creative people, interested in seeing alternatives from different perspectives.

A multicultural learning environment increases openness to new experiences and this openness often leads to more creative ideas. Intercultural education encourages people to cross boundaries, learning from other cultures and from themselves. Diversity is said to be the key to creativity. (Innovationmanagement 2016.)

The Institut Paul Bocuse is a hospitality and culinary arts school based in Lyon France that respects both traditional and innovative way of thinking. It brings, along with Worldwide Alliance's partner schools, students from 15 different countries; Brazil, Canada, Chile, Colombia, Ecuador, Finland, Greece, Japan, Korea, Mexico, Peru, Singapore, South Africa, Taiwan and the United States.

The students spend four months together with a common objective, to learn French cuisine in an intercultural environment that also offers them the possibility to learn from each other's cultural background and cooking skills. (Institut Paul Bocuse 2016.)

The aim of this study is to gather information from Worldwide Alliance students, based on their training at the Institut Paul Bocuse, about their intercultural learning and how did they shared, and continue to, their food culture and culinary skills by networking with other students in short- and long-term.

Thanks to Social Media such as Facebook, Instagram, YouTube and Twitter, students keep exchanging ideas and sharing their culture with their Worldwide Alliance contacts, expanding their own culinary creativity and diversifying their food culture.

1.1 Background

This thesis is motivated by the author's experiences during his studies at Worldwide Alliance in the year 2012. The author thinks that operating in a multicultural environment enhances and broadens our perception; through cultural diversity, networking and sharing of

ideas, the author experienced learning and growth in his creativity and cooking skills. Furthermore, he observed that this learning has remained active thanks to discussion and interaction with former fellow students through forums, Social Media and alumni activities.

This experience awakened the author's curiosity: Have other former students of Worldwide Alliance had similar experiences? Do they also feel that their innovation grew after their international experience? Did they experienced learning and growth by comparing their culinary techniques with others students? Was it a creative and effective experience? Have they remained in contact with fellow students and if so, what have they gained from this connections?

This Thesis is commissioned by the Haaga-Helia University of Applied Sciences, one of the member schools of Worldwide Alliance that has joined the network in the year 2008. (Institut Paul Bocuse 2016.)

Different studies about the effects of international exchange programs have shown that the educational impact of intercultural learning lies in two dimensions: the own intercultural personal growth and communicative competence development. It includes awareness, attitudes, knowledge and skill development to enable positive and effective interaction with members of other cultures.

The studies also demonstrate that the effects of intercultural experiences in the youth exchange programmes, are not only short- but also long-term. An exchange program can be a life-changing experience. Education and interaction are very important to understand different cultures and in this globalized world, people have more intercultural contact that they might be aware of. (Ting-Toomey 2002, 37-38.)

1.2 Objectives

The aim of this study is to gather information about Worldwide Alliance students' experiences on intercultural learning at the Institut Paul Bocuse. These experiences include sharing their own food culture and culinary skills by networking with other students in short- and long-term.

The main research question of the thesis is:

- **How the Worldwide Alliance program provides a special forum for creativity development in a short- and a long-term?**

To support the main research, four questions will help to create an overall picture of the students' experiences with other food cultures and how did they creatively implement these findings in their own cooking.

- How students experienced cultural diversity in Worldwide Alliance?
- How students experienced intercultural learning in Worldwide Alliance?
- How Worldwide Alliance students network with each other?
- How students experienced development in their creativity by being exposed to different food cultures?

Furthermore, the role of the teaching staff in supporting this creative process will also be studied shortly.

Figure 1 shows the aim of this study. After bringing students and different food cultures together, intercultural learning begins and students start network with each other. The study is done by using qualitative research method and it intends to discover whether this model support students creativity development.



Figure 1. Worldwide Alliance creativity development

The findings of the thesis are targeted to Worldwide Alliance partner schools, their students and teaching staff. The author hopes that, by giving reliable information about the possibilities and benefits of intercultural studies at the Institut Paul Bocuse, the findings will encourage new students to consider applying to the Worldwide Alliance program. The author also hopes the teaching staff gets practical information about the students' experiences so they can use them in their teaching methods.

1.3 Structure of the thesis

This thesis is divided into eight main chapters. The introduction will give information and background to the theme and the reasons for choosing this topic. The main research question and its investigative questions will be opened.

The second chapter will introduce briefly the Institut Paul Bocuse and Worldwide Alliance, as well as its partner schools. This chapter also includes an introduction of Chef Paul Bocuse, one of the founders of the institute.

The third chapter introduces the process of this study. The main focus is: how the empirical part of the study was conducted. This section will also present the research methods and data collection.

The author chose the use of a zipper structure in this thesis, the theoretical framework and the empirical parts are intertwined. The reason for choosing this specific structure is the amount of theory in this thesis. The zipper structure will make it easy to follow the context.

The theoretical framework is introduced in chapters four to seven where the previous findings, taken from various secondary sources, will give a good insight and support to this study. After the theoretical background, the empirical part will begin. The research investigative questions and the primary data will then presented.

Chapter eight will discuss the reliability of this thesis. The main research questions will be answered, providing a summary and a conclusion. This chapter will also discuss the author's personal learning and the possible further use of this thesis for the Institut Paul Bocuse and Worldwide Alliance partner schools.

2 The Institut Paul Bocuse

Chef Paul Bocuse and his co-founder Gérard Péliçon founded the Institut Paul Bocuse, in Ecully, France 1990. The Institut's main objective is to offer outstanding hospitality management education at Bachelor, Master's and Doctoral levels. The Institut believes in creative solutions through research, consulting and continuing education, highlighting the culture and traditions of their profession and providing a strong technical instruction.

Situated in the city of Lyon, this area is said to be the cradle of hostelry and the epicentre of modern gastronomy. Each year around 650 students from 37 different countries, attend the different education programs in hospitality, food service and culinary arts.

The Institute provides the "French Touch", the unique sense of style and modern take on the savoir-faire for which France is respectably famous and has been honoured by UNESCO. Lyon is at once the French fine-dining capital, listed among the 10 most innovative cities in the world. (The Institut Paul Bocuse 2015; Innovation Cities 2016.)

Chef Paul Bocuse has been awarded "Chef of the Century" and he is the holder of the 50-year record of three Michelin stars since 1965. He is based in Lyon and is famous for the high quality of his restaurants and his innovative approach to the cuisine. He is considered an ambassador of modern French Cuisine, being honoured in 1961 with the title Meilleur Ouvrier de France, a unique craftsmen competition in France held every four years.

Chef Bocuse was a student of Eugénie Brazier, known as La Mère Brazier, the first woman to earn three Michelin stars in 1933 and the said responsible for turning Lyon into France's capital of gastronomy.

Gérard Péliçon is the founder of the Accor Group and the current President of the Institut Paul Bocuse. In his words: "the Institut guarantees faithful transmission of the teachings that underpin the success of exceptional restaurants and hotels around the world. The future begins here!" (Bocuse 2016; Institut Paul Bocuse 2016.)

The organization at the Institut is thought so that everyone can feel openness while developing his or her skills and abilities, allowing one's capacity to reach creative and innovative evolution.

Hervé Fleury, the executive vice-president of the Institut Paul Bocuse once said:

"The uniqueness of the education at Institute Paul Bocuse is the desire to train men and women who will have a role in an aspect of the society that he considers essential in today's world, and no doubt in the world of tomorrow: the flavour and hospitality that characterize French culture".

The spirit of the Institut and its dynamic approach to education ensures that graduating students are among the best in the world, with a diverse cultural environment for students; the Institute brings the world's best and teaching staff to Lyon, nearly one out of every two students at the Institut has grown up outside of France and approximately 70% of the graduates beginning their careers abroad.

The program of the Institut is built around a triangle of theory:

1. Integrative analytical projects based on live cases and creative challenges.
2. Reinforcing retention and developing the entrepreneurial spirit as well as public speaking and presentation skills.
3. Creative project "Avant-Scene", the development and launch of a concept restaurant seamlessly meshing thematic design, service and cuisine.

(Institut Paul Bocuse 2016.)

2.1.1 Principles and values

The Institut Paul Bocuse has taken its inspiration from the Chef's four principles, considered by him of great importance to achieving excellence in the field of gastronomy: guest, product, team work and entrepreneurship (figure 2.).



Figure 2. The principles of Paul Bocuse

Chef Bocuse's values are respect, sharing, generosity and excellence (figure 3.), four pillars behind everything at the Institute and the driving principles in the lives of two of the great innovators, Paul Bocuse and Gérard Pélisson.



Figure 3. The values of Paul Bocuse

Proud of its French heritage, the Institute believes that culinary and hospitality education must focus on developing creativity and innovation, preparing students to design, develop and execute the new concepts and lifestyle brands. (Institut Paul Bocuse 2016.)

2.1.2 Innovation at the Institut Paul Bocuse

Innovation and creativity are valued at the Institute. In 2008, the Research Centre of the Institut Paul Bocuse opened its doors; a unique three-dimensional research initiative based not only in management sciences but also in cognitive and behavioural sciences. The centre includes food science and nutrition, physiology, process design and engineering to create new knowledge for the industry and to provide unique insights for students and the faculty.

In partnership with Loeb Innovation, the Institut Paul Bocuse is opening a groundbreaking services laboratory, the Living Lab, dedicated to the study of human responses to dining experiences in controlled realistic settings. Conceived like a film studio, it will allow the modelling of various service environments adapted to the customer experience.

Creativity at the Institut Paul Bocuse is rooted in deep cooperation with other culinary schools; the world-renowned École Supérieure d'Art et Design Saint-Étienne offers exchange between students from two profoundly different but nevertheless complementary visions of creativity and, with the University of Wine Suze-la-Rousse which creates an opportunity for students to refine their knowledge through highly specialized instruction. (Institut Paul Bocuse 2016).

2.2 The Worldwide Alliance

The Institut Paul Bocuse forms the centre of its own, unique network of globally recognized hospitality and culinary arts schools. Every year, the Worldwide Alliance brings together institutions from 15 countries spread across 5 continents. These participation goes back to 2005 with a total of 395 students, who receive a certificate in Culinary Arts after

completing the program. All the Alliance schools and the participation for Alliance program are presented in table 1.

Table 1: Worldwide Alliance schools and participation 2005-2016

Country	School	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	TOTAL
Brazil	Anhembi	7	3	8	10	5	4	6	3	3				49
Brazil	Senac	6	6											12
Canada	George Brown	3		1										4
Canada	Red River College										2	2	3	7
Chile	INACAP					2	2	1	2	2	2			11
Colombia	Escuela de Gastronomía Mariano Moreno				2	2	5	5	3	5	5	2	2	31
Ecuador	Universidad San Francisco de Quito							7	6	5	6	2	7	33
Finland	Haaga-Helia University of Applied Sciences				3	3	3	4	2	3	3	3	2	26
Greece	Le Monde Institute				3	3	5	2	1	1	1	1	1	18
Japan	Hyogo NCC College			7	1	5		2		1		2		18
Korea	Woosong University												5	5
Mexico	Escudo Esdai	9	6			3	1	1			6	2	7	35
Peru	Universidad San Ignacio de Loyola	7	6	6	4	4	3	7	3	3		2	2	47
Singapore	Institute of Technical Education					4	4	4	3	5	4	4	4	32
South Africa	The Hurst Campus										3		3	6
USA	John Folse Culinary Institute	6		3	3	3	3	3	3	3	3	3	5	38
Taiwan	National Kaohsiung University of Hospitality and Tourism		1			2	2	3			1	7	7	23
TOTAL		38	22	25	26	36	32	45	26	31	36	30	48	395

The purpose of the four-month study program is not only for students to learn French cuisine and to promote the hospitality and culinary arts sector, but it also aims to encourage cross-cultural educational experiences, sharing their own cultural background and learning from each other to generate new skills and techniques.

Dominique Giraudier (CEO of Institut Paul Bocuse) says:

“The Worldwide Alliance first objective remains to spread out passion for cuisine and hospitality as well as sharing best practices and know-hows. In order to grow up and be recognized by the industry leaders, we have to build together the Alliance of tomorrow and develop internationally to become stronger. The Worldwide Alliance aims the excellence, shares passion for gastronomy and hospitality and promotes the diversity of culinary cultures.” (Institut Paul Bocuse 2016.)

Students attending the Worldwide Alliance culinary arts program are taught Chef Bocuse’s own recipes and discovering his passion for cuisine. They will have the opportunity to

learn Chef Bocuse's philosophy and understand how he defines the path of excellence followed by the Institut and Worldwide Alliance. The students will also attend conferences, workshops, culinary demonstrations, and wine and cheese tastings.

Giovanna Grossi (Alliance Alumni 2012, Bocuse d'Or Latin America 2016) who had the honour of representing Latin America in the competition Bocuse d'Or and becoming the first Brazilian woman to win the representation says:

"...for me, the classic French cuisine is the basis of everything. If you do not know the basics, it is difficult to develop a modern cuisine like that of Spain". (Institut Paul Bocuse 2016. Finedininglovers 2016.)

Peruvian alumni Carlos Sotomayor experiences about Worldwide Alliance studies:

"I remember coming with a lot of energy and passion to France and we engaged in a beautiful journey. We brought a lot of knowledge to share and we created bonds with the other teams. I think we were able to show how passionate we were for our culture and I was happy we were able to transmit that to others, in all levels: friends from the Alliance, students at the Institut Paul Bocuse and Chefs and people at the school.

As part of the Alliance, it is amazing how you are able to connect with so many people from different parts of the world, and it opens your mind to new ideas. It teaches us not to be so squared and to break boundaries, and to take risks. There's a lot to learn out there and it only rests on us to get the most of it." (Institut Paul Bocuse 2016.)

A chef's work is artistic and every student at Worldwide Alliance is given the possibility to learn in an intercultural environment, networking with other scholars from around the world and opening their creative minds to new ideas.

The study plan makes emphasis on students bringing out their own culture heritage in events such as the "A tour du Monde" day, when they design a presentation about their culinary culture and cooking habits. But the cultural exchange is extended beyond the classrooms. Culinary culture sharing continues outside the classes at the Clipper residence, with students spending free time together, preparing food.

The students not only experiment with French cuisine, but with all the different countries from the program as well. The countries who are in the program are: Japan Singapore,

Taiwan, the United States, Finland, South Africa, Canada, Chile, Colombia, Ecuador, France, Greece, Mexico, Peru and Korea (Figure 4.) (Institut Paul Bocuse 2016.)

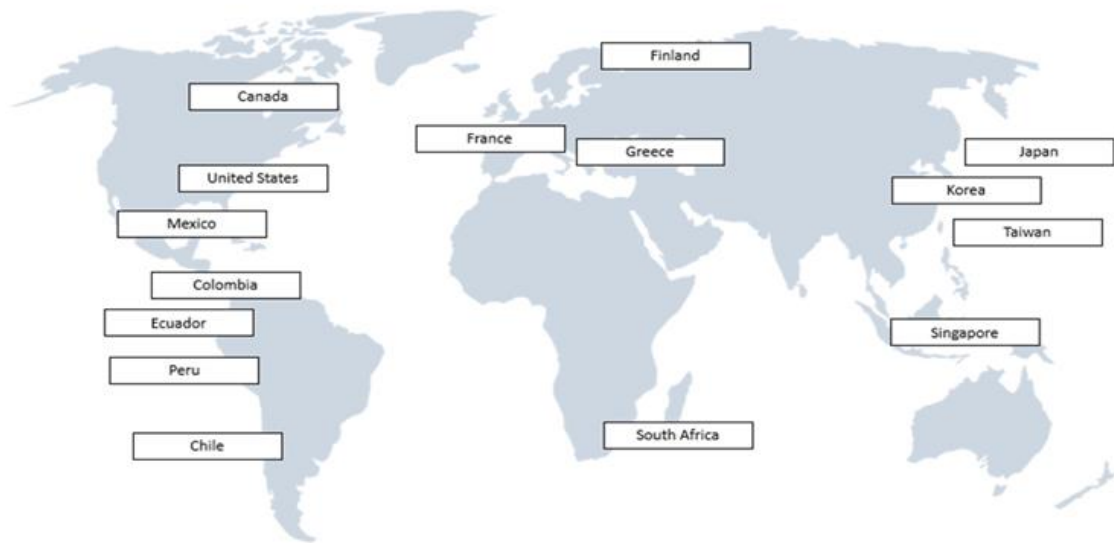


Figure 4. Map of Worldwide Alliance countries

The co-operation between the Worldwide Alliance schools goes beyond the four-month summer studies. A good example is the *The Cookbook of the Institut Paul Bocuse Worldwide Alliance*, presented in the year 2016, after months of collaboration, by the University San Francisco de Quito (USFQ) and members of the Global Alliance. In this book, edited by USFQ under the direction of Dean Mauricio Cepeda and Chef Homero Miño, it is compiled the best of the cuisine, lifestyles and traditions of 10 countries.

Since its inception in 2004, the Institut Paul Bocuse Worldwide Alliance aims to improve the culinary cultures, boosting products as well as the exchange of expertise, know-how, and promoting values and principles. It is important to emphasize values such as trust, respect and commitment.

Following this philosophy, all the members of the network worked on a common project that promotes further exchange of knowledge. This is how the book was born. In its pages, present the diverse culinary heritage of each country, managing to spread a sense of unity in the midst of diversity. The book combines a variety of products, techniques and over 80 representative recipes of each culture. (Universidad San Francisco de Quito 2016.)

Another way of co-operation is the Chefs Culinary Seminar, which is arranged every autumn in a different country. The event gathers together Alliance chefs and teaching staff

from around the globe, meeting and sharing new practices in cuisine and strengthening bonds between the Alliance members.

The Worldwide Alliance supports naturally alumni connections. The website will be introduced in the year 2016. This common website will allow to strengthen the network and to raise its brand's awareness. The pages will showcase actual and future students, chefs, media, and the entire culinary and hospitality world (all the world). It will also be possible to discover the diversity and unity of the eleven-year-old strong partnership of Worldwide Alliance.

The Alliance of today will be put under the spotlight and be promoted as the leading network of excellence in culinary education. The worldwide development linked with the building of a stronger Alliance image and positioning will lead to the evolution of the website. (Institut Paul Bocuse 2015).

Also, the Worldwide Alliance Alumni Facebook page (Figure 5.) includes updated news, recipes, videos, photos, and links to different food Blogs, articles, and questionnaires. It has already 344 members, most of them former students. This page also allows students to find new Facebook or Instagram pages and contacts. Both Social Media networks propose interesting pages or feedings that you can not only like but also follow. Also, there are Twitter and YouTube accounts where the Institut Paul Bocuse and the students publish factual news.

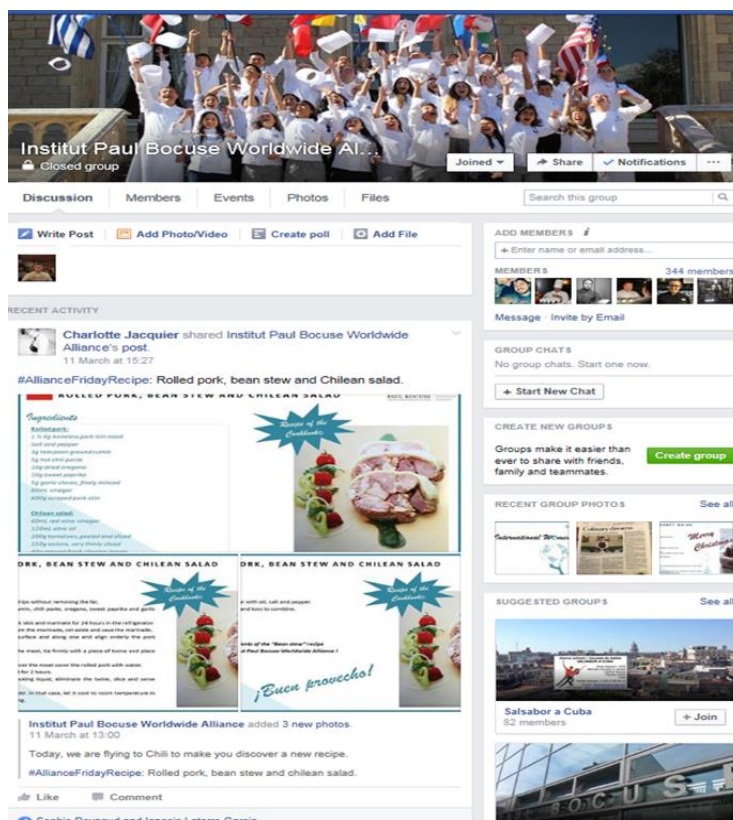


Figure 5. Worldwide Alliance's Facebook page.

Another good example of friendship among the schools was in the year 2014, with and special gathering with all the partner schools to celebrate the 10th anniversary of the Worldwide Alliance network and to reinforce the spirit of the alliance. (Institut Paul Bocuse 2016.)

3 Study Process

The study process took about one year. The author decided the topic in June 2015 and the thesis was completed in May 2016. The entire process of the study (see figure 6.) is presented in the next sections.

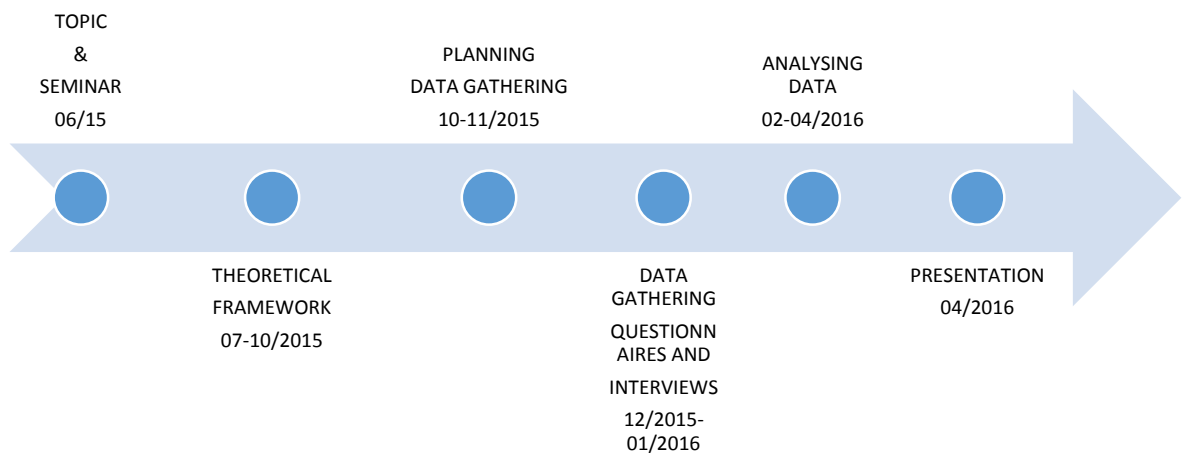


Figure 6. Study process

3.1 Topic

This thesis is motivated by the author's own experiences during his studies at Worldwide Alliance in the year 2012. The idea of this thesis started while seeing how all his Worldwide Alliance contacts shared their experiences after the studies, for example, with photos and posts through Social Media. For the author, this meant a new insight into cooking techniques, ending up in personal learning and growth. The author felt then interested on whether other students felt the same. The topic was decided during the thesis seminar in June 2015.

3.2 Theoretical framework

The theoretical framework, or the secondary data, of the study is based on food cultures, Intercultural learning, networking and creativity. Secondary data has been collected from sources previously published. (Babine & Zigmund 2010, 161).

In this thesis the secondary data is the theoretical framework and it is collected, analysed and systematized through the use books, research & news articles, websites and newsletters of the Worldwide Alliance etc. All this will give good insight and support to the study. The theoretical background was gathered during June – October 2015.

3.3 Data gathering

This study is based on a qualitative research method. This method was simply chosen because the study investigates quality over quantity. The study aims to find how cultural diversity, intercultural learning and networking lead to creativity. Naturally, qualitative research methods would help the author to understand this phenomenon in a deeper way.

The population of the study are the Worldwide Alliance former students, reached through the Facebook alumni group. The teaching Staff of Worldwide Alliance was reached with the help of the Worldwide Alliance program coordinator at the Institut Paul Bocuse.

The primary data was collected in three different ways:

- Online questionnaires with 23 questions for the students (appendix 1 and 2.) and for the teaching staff with 12 questions (appendix 3.)
- Interviews (appendix 4.)
- Author's own observation and experiences

An online-based questionnaire was chosen for its practicality to gather information and analyse its results. The author decided to combine these methods as a diverse data collection would bring a greater value to the study. Three persons tested the questionnaires before posting them online. The questionnaire was divided, according to the theoretical framework of the study, into four thematic areas: food culture, intercultural learning, networking and creativity.

The questionnaire for students was purposely designed to be wide because the author wanted to study the subject areas as accurate as possible. The questionnaire contained open questions that made possible to obtain precise information from the studied subjects. The questionnaire for the teaching staff was focused to get more information about the students' and teaching staff's interaction.

The online questionnaires were open and conducted by Google forms, from the 26 of December 2015 to the 31 of January 2016. The questionnaires were sent to the Worldwide Alliance alumni via Facebook and were available in English and Spanish. The option to

answer was also given in these languages. The questionnaire for the teaching staff was provided in English.

The interviews gave the author the possibility to ask further questions and obtain further detailed information, specifically about creativity. They were added to complete the questionnaires and they focused mainly on what creativity means for Worldwide Alliance students. There were six persons interviewed from the 2012 Worldwide Alliance promotion.

A third research tool for primary data collecting was the author's own observations and experiences from his Worldwide Alliance studies, and the post-networking with his contacts. During this study his empirical observation will be used through the findings.

3.4 Data analysis

Reaching the students from different promotions presented a real challenge and at the end, about 90% of the respondents are from the same year (2012) as the author. Most of the respondents mentioned that the questionnaire was precise but too long. As mentioned before, this thesis uses a quality search method and the author aimed to gather as more accurate information as possible. The respondents answered to the questions deeply and profoundly. There were fourteen filled questionnaires from students from Greece, Brazil, Colombia, Ecuador, Chile, Finland, Singapore and Peru.

As for the teaching staff, the author got three responses, two Chef de Cuisine and the Responsible for International Cooperation at the Institut. This was thought to be enough because the study is mainly concerned with the student's experience. The questionnaires give good thought and value for the study.

The interviews were conducted through Facebook and were done in English, Spanish and Finnish. There were six respondents from Ecuador, Brazil, Finland, Peru and Singapore.

In both questionnaires the themes were in line with the study's main research question and its derivative questions so analysis followed the theoretical framework.

The analysis of the data was done during March – April 2016. The results are only based to this particular study and to these particular conditions, meaning that it is not possible to do any generalizations from these outcomes. The author's own experiences are presented as data but kept separately from the other results of the study.

4 Food Culture

This chapter will discuss culture; specifically food culture.

- First the definition of culture is described
- Secondly how and when food becomes culture is explained
- **Finally, the findings of the empirical part (4.3).** How students experience cultural diversity in Worldwide Alliance?

4.1 Definition of culture

The term Culture, derivate originally from the Latin term *Colere*, means to cultivate. It has been extensively discussed among various academic disciplines like anthropology, sociology, biology, communication, economics and linguistics. Already in 1952 Kroeber and Kluckhohn (1952) gathered a list of 164 definitions of the term culture.

Culture is something human-made and in modern terms, it has been referred as the “software” which people use in daily life. It is commonly described as basic assumptions, values and norms that people hold with a common group, thus, a way to understand culture is to try to reflect on something we are part of.

Culture has been defined as a variety of different signs, which the members of a group know and it is through this knowledge that you can distinguish who belong and who doesn't to a certain society. Culture also includes spiritual, intellectual and emotional features like art, literature, lifestyles, value systems, traditions and beliefs. (Unesco 2016.)

Maude (2011, 4.) have gathered different definitions of culture:

- “All of the accepted and patterned ways of behaviour of a given people, their ways of thinking, feeling and acting” (Ricard 1993)
- “A set of knowledge, beliefs, values, religion, customs, acquired by a group of people and passed on from generation to generation” (Harris and Moran 1996.)
- “That distinguishes the members of one culture from another” (Hofstede 1994.)
- “Sets of taken-for-granted assumptions” (Thompson 2003.)
- “A set of basic assumptions – shared solutions to universal problems” (Schein 2004.)
- “Adaptive interactions between humans and environments which are transmitted across time periods” (Triandis 2007.)

- “A meaning and information system that is transmitted across generations”.
(Matsumoto 2008.)

All the above-mentioned definitions of culture share a common idea, that people who are inside in certain community create the culture. The culture is deep inside humans and it is created in a long time.

A good association to understand what culture is: a fish trying to understand water when water is something that a fish is surrounded by, at all times. It is part of its life and cannot get away from it. In the same way, culture surrounds people all the time and therefore, it is not easy to notice one's own culture when you are immerse in it.

The existence of culture is only perceived and realised when we are confronted with other cultures, let's say, different lifestyles. Then culture includes everything that fixes our daily life: what we eat and how we eat it, our behaviour, our decision making and problem solving, how we greet and relate to others and our physical distance, whether we show our feelings or not.

Culture is based on values, beliefs, attitudes and practises, which are accepted by a community. Culture is learned, not given by genetics. However culture is not a static condition; it changes during the time, from place to place and in response to social dynamics. (Kittler & Sucher 2004, 4-6.)

Culture, as the Council of Europe points out, is an essential component and a key factor for human rights and democracy. It builds the basis for an understanding in the society and creates cooperation, dialogue and exchange. Therefore the Council of Europe called, already in 1954, for strong culture politics to foster respect for identity and diversity, inter-cultural dialogue and cultural rights. (Eceuropa 2016.)

The definition of culture includes three important statements:

- The term culture refers to a diverse pool of knowledge, shared realities and collected norms that create the learned systems of meanings in a particular society.
- These learned systems of meanings are shared and transmitted through everyday interactions among members of the cultural group and from one generation to the next.

- Culture facilitates its members' capacity to survive and adapt to their external environment. (Ting-Toomey 2002, 9-10.)

4.2 When food becomes culture?

Meeting other cultures can be difficult if the person hasn't had any previous experience with these groups. Still, it is normally easier to eat other cultures' food than to accept other's language if you don't know the language. Food has always provides a good approach to establish contact to foreign cultures and open minds to something new.

The basic definition of food is the substance that nutrients humans and maintain life and has been described by the doctors and philosophers of antiquity as "a thing not of nature". Food culture created by history and can only be traceable partially to environmental circumstances. Every human's identity is developed by the continuous confrontation of different identities. (Montanari 2006, 134-136.)

Cooking belongs to human's life, when ingredients are transformed into different forms. With the combinations of ingredients and chemical processes, people create food. In time, new technologies and a variety of cooking techniques have been developed to transform ingredients into something new. Then choosing foods to combine with other foods follows, and prompts rules regarding what can be eaten and with what, creating as meal.

When most animals feed, they repeatedly consume those foods necessary for their well-being and they do so in a similar manner at each feeding. Humans do not feed, they eat and each eating is distinguished, from feeding, by the ways on how humans use food. Humans are able to choose their own food. From choosing, the economic and nutritional dimensions are influenced, giving symbolic values to the invested food.

Food is part of the human identity and is one of the most effective ways of expressing and communicating these characteristics. Group approval or disapproval of a certain food can state a person's acceptance or rejection for a certain culture. Food as identity can be seen particularly when people dine out. Humans use utensils to eat their meals and have rules and eating habits, commonly called manners, on how their meals are consumed

Food is an essential symbolic function of cultural identity. What one eats defines who one is, culturally speaking, and conversely, who one is not. Food habits of each cultural group are often linked to religious beliefs of ethnic behaviours. Eating is a daily reaffirmation of cultural identity.

Foods that demonstrate affiliation with a culture are usually introduced during childhood and are associated with security or good memories. Such foods hold special worth to a person, even if different diets had to be adopted due to changes in residence, religious views or health status.

Food can be used to communicate our own identity through processes of preparation and eating. Researchers have proposed numerous models to identify and understand the food habits of different societies and the ways in which a culture traditionally prepares and seasons its foods, examined by flavour principles. Research includes the daily, weekly, and yearly use of food the meal patterns and cycles and the changes that emerge during structural growth in a culture.

Food is also characterized by the cooking methods and techniques that have been transferred from generation to generation. Food demonstrates variability according to location. Every technique, from preparation (e.g. washing, hulling or peeling chopping pounding, squeezing, soaking, leaching and marinating) to cooking (e.g. baking, roasting grilling, stewing, toasting, steaming, boiling and frying) and preserving (e.g. drying, curing, canning, pickling, fermenting and freezing), alters the original flavour of the ingredients.

Raw materials and the techniques to combine them have created a new range of products. The significance of food flavour in a culture cannot be overestimated. In the development of food habits, the ways foods are prepared and seasoned are only second in importance to the initial selection of ingredients.

Culture is present where tradition and innovation meet. Tradition consists of knowledge, techniques, and values that were given to us. Innovation attempts to make new realities where all traditions have been done in different way. A very successful innovation is a new tradition. (Montanari 2006, xi-xiii, 6-7, 31; Kittler, Sucher, and Nelms 2012, 7-12.)

4.3 Students' perception of cultural diversity

How students experience cultural diversity at Worldwide Alliance will be found through the following themes and questions and the findings of this study will be discussed in section 4.3.1.

The diversity of food cultures

- In which situations did you compare your own culinary culture and techniques to others students in the Alliance program?
- Which cuisine were the most familiar to you before starting the program?
- Which cuisine was the most unknown to you in the program?
- Which benefits does the Institut Paul Bocuse get from the Worldwide Alliance program students?
- How multicultural experience has affected your own work?
- In the Worldwide Alliance program, different food cultures, ingredients and cooking techniques are brought together. What are the benefits of this culinary diversity?

Ingredients and techniques:

- Mention some examples of ingredients and techniques that were familiar and unfamiliar to you. How did you cope with the situations where they were used?

4.3.1 Findings

All the students represent a wide diversity of food cultures from different countries in Worldwide Alliance. Mainly all the respondents agreed that they were curious from the beginning about other students' way of living, culture and habits.

One of the main tasks at the Worldwide Alliance program is to promote the understanding between cultures. This seemed to be highly valued by the students. Besides learning the skills and heritage of French cuisine, they also could be emerged in a cultural diversity environment. While some mentioned that they have studied or worked before abroad with the different culture, others mentioned that the reason to go on an exchange program was precisely to open their panorama.

“The experience was extremely instructive and eye-opening.”

“We are living in a global world. Having a better understanding of other people cultures is an opportunity during this program. Working in a multi-cultural environment is an incredible experience where everyone is contributing to an open mind, learning, friendship, sharing, inspiration, and promotion of culinary heritage.”

“I studied in Alliance in 2009 and so far, it has been my most enriching experience. I got to know others through their cuisine, learning to respect them and their differences, making good friends on the way open mind, learning, friendship, sharing, inspiration, and promotion of culinary heritage.”

Students started to realize right from the beginning that the Alliance program offered more than studying the local cuisine. Along with the teaching staff, they formed an international group where everybody shared their skills and experiences, reinforcing the meaning of the international programs. The food was a unifying force and the common interest made it easy to share their culture.

“I have noticed that so many cultures and countries are united specifically to food and food culture, although in other cases we may think otherwise. It influenced us and helped us to know many culinary cultures in one space.”

The questionnaire also studied how much students knew about their fellow classmates' cultures before starting the Worldwide Alliance program. They were asked which cultures there were familiar or unfamiliar to and invited to add comments about any specific learning got from them, e.g. ingredients, skills and techniques.

When it comes to knowledge of other cultures' cuisine, most students mentioned that they were most familiar with food coming from close countries. Such was the case of South Americans and Asians, who generally pointed out that felt more comfortable with cuisine and ingredients from their neighbour regions. Responses also showed that if a country's food is globally known or popular, it was easier to accept and to give it a try. Mentioned examples as widely familiar are Mexican, Japanese, Greek and North American, the latest known for its fast food culture.

It seems that the students think of culinary diversity as beneficial for their education as it expanded their horizons; this is what happens when you bring together different food cultures and cooking techniques. Food brings naturally people together with sentiment and joy; when one is exposed to different cuisines, we develop the ability sense cooking from different points of view.

The author also studied which are the benefits of the culinary diversity at Worldwide Alliance. The respondents expressed, as the most important benefit that it was learning by sharing with other cultures, and to get to know people from different backgrounds.

“...it opens our minds to see, not only our food or ourselves, but the whole world in a different way.”

“At the end, cultural diversity benefits us by providing the knowledge.”

It is important, in the process of intercultural learning that students realize their cultures could differ from each other. One perspective on intercultural studies (discussed later in section 4.4.1.) points that when students begin to recognize different cultures they also gain a unique sense of their own.

This actually happened during the program. Students compared their own culinary culture and techniques during demonstrations and competitions with their peers. They also realized that some food cultures were difficult to absorb when they were compare with their own, feeling very proud of their background.

“They didn’t like Brazil’s desserts that are VERY sweet.”

“Through the school. We had to cook our dishes and almost everybody likes Greek kitchen.”

It seemed that the program reached to create a better understanding of world cultures and eating habits. The students were satisfied with their international experience and the transmission of culinary heritage among them, seeing and experiencing its richness.

“Chilean culture has borrowed many things from the United States, we seem to have in common the general aspects. In my country there are many local Peruvian food is very present at Chilean table.”

Different ingredients and cooking techniques were brought together at the Alliance program and students expressed their learning on those that were not use by them regularly. They found it rewarding to discover new skills and food that are essential to other cultures, from working at the kitchen handling a whole duck, chicken or fish, to working in the stock, were they were introduced to different ingredients and products.

“We trained a lot to remove the parts that are not needed and required a bit of skill remove, so it takes a few tries to do better for the next one.”

“This was clear during “Stock” (storage) studies, were students had the opportunity to find out more about raw materials, and introduce those from your own country.”

Due globalization, people have access to products and ingredients from around the world but their use still remains unknown to them. It is thanks to the communion with other cultures that we can learn more about this diversity and bring it into our plates.

“A positive side of globalization. You experience and learn different ingredients and techniques, then you incorporate them to your own dishes and get amazed with the results.”

Through the responses it was clear that the cooking skills in France are very traditional and the respect for ingredients high. Students mentioned that similar ingredients to their cultures' cuisine make it easier to get familiar to the ones from close countries. The same was mentioned about preparing techniques:

“Different cuisines have broadened my perception of the world’s food tastes and I feel bolder to try flavours from different countries.”

“In Latin America, we saw we had very similar ingredients but use them in different ways. I think we had a great influence from each other; this is why we won the second place that year. We feel there is a great interest in the South American gastronomy.”

“We talked about how things are done in our country, how our ingredients are used and what can be done in a different method. For example zucchini flower, a chip could be made out of it. I have not tried yet but who knows, it may function”.

On the other hand, it seems from the answers that different continents are not so familiar with each other.

“I have noticed that different cultures don’t necessarily have the same appreciation for a certain ingredient or product. It can be, for example, pleasant and delightful to me but someone else might perceive it as ‘too salty or too sweet’.

This scenario was common in our classes. Working in teams was always a cooking showcase for each other countries' traditional cuisine. Even more, each group had its own way of working and learning."

They didn't like Brazil's desserts that are VERY sweet.

Still an open mind was kept when working with the unknown:

"New combinations of flavours and ingredients emerged during lessons. I learned the use of spices of Singapore and the use of smoked salmon Finland. Most products were even of better quality than where I live."

Some examples in which students learn from each other's cultures, food and techniques turn out as "AHA"-moments:

"I discovered the use of some ingredients, fish for example. It never occurred to me to make a mousse or a pie out of it."

"When you cook with different people from different countries, every day for 8 hours, you can take a lot. A spice, a flavour, a technique. You even learn about new fishes and meat that you haven't heard about before."

"I have learned a couple of traditional dishes of each culture, I tasted flavours I had not tried before, I managed to have a clearer concept of these cultures and how they work, which helps to understand a little more your kitchen."

"I was surprised about many of the raw material used. For example, sweet in salty foods, and salty on desserts varies from my own culture."

"Finland has lots of different types of berries and mushrooms. There are poisonous mushrooms that can be eaten but have to be carefully treated. The weather is cold there, so they keep pickles and usually takes bread. "

"Ecuador has this really smoky beef that I would say is burned, but is the way is cooked."

“Many cultures serve wine with the dinner. That does not happen in Ecuador.”

“I’ve never use artichokes here in Singapore, because it is expensive and there is a lot of yield.”

“I learned how to make pate-Thai with shrimps, which is a very nice dish from Singapore.”

“Colombian raw materials are more towards lentils and beans, they take simple stuff like eggs and normal sautéed vegetables together with their raw materials.”

“With Finnish food I learned how to prepare certain types of meals that had never worked with”

“From the Greek kitchen I learnt different styles of plate presentations.”

The summary of the students experience about food cultures, ingredients and techniques in Worldwide Alliance is presented in figure 7.

Food cultures

- The students embraced basic techniques from French food classes.
 - Seeing other food cultures helped to see the world in a different way.
 - The appreciation of own food culture and others grew.
 - Seeing different cultures helped to distinguish differences and similarities in ingredients and techniques.
 - Same ingredient, different ways to prepare it.
 - Noticing that cultures have different appreciations of products
 - Aha moments! (realization that you can do things differently)
 - Basis for intercultural learning
-

Figure 7. Food cultures, ingredients and techniques in Worldwide Alliance

The author personal experiences matched the student's opinions. One of his most significant learning was the appreciation of his own country's products. The fact that we could combine ingredients and tastes, finding new interesting combinations that open us to the idea that certain ingredients might have been taken for granted and being labelled as boring or uninteresting.

A very good example was the fresh water fish available in Finland. The author wouldn't believe the uses it could have until seeing other students using that raw ingredient. This is what other cultures have to teach one another, new possibilities, new combinations and new flavours. Knowing other cultures creates awareness to oneself and breaks stereotypes, once too common for the author, opening my mind to the world outside and conscious that food culture is a key element in everybody's identity.

5 Intercultural Learning

This chapter will discuss intercultural learning and the students' experiences of it at Worldwide Alliance.

- First it is described the concept of intercultural learning
- Secondly it the objectives of intercultural learning are presented
- Thirdly the process of intercultural learning is presented
- **Finally, the findings of the empirical part (5.4.).** How students experience intercultural learning in Worldwide Alliance?

5.1 Concept of intercultural learning

Students' have an active role in building a learning experience while participating at international exchange and education programs. Their aim is to broaden their horizons and international perspective. International exchange programs try always to adopt an empirical learning approach and underline encounters with people from different cultures.

Alexander Thomas, who has conducted extensive research on international exchange programs, affirms that intercultural learning "takes place if a person seeks to understand the orientation system of perception, thinking, valuing and acting of another culture by interacting with its members and if this person attempts to integrate this orientation system in his or her own culture orientation system and to apply it in his or her thinking and acting in the foreign environment. Intercultural learning implies not only understanding the orientation system of a foreign culture but also a reflection of it in one's own culture."

Intercultural learning then, is understood to be the gaining of knowledge. It implies a process of change of behaviour, development of new skills and attitudes and openness towards the unknown and foreign. It also calls for a different awareness and response to one's own environment. It is not just learning about, but learning from and with, other cultures. "Intercultural learning is a continuum from ethnocentrism to adaptation." (Fennes & Hapgood 1997, 45-48.)

Studies demonstrate that intercultural experiences in youth exchange programs have positive educational effects not only in short but also in a long term. Very often, when looking at culture, it implies looking at the interaction of cultures. Many authors have stated that, if it were not for the existence of more than one culture, we would not think about culture at all. The apparent differences on how humans can think, feel and act are what make us

aware of culture. Therefore, culture cannot be thought of simply “culture”, it has to be thought of as “cultures”. (Ting-Toomey 2002, 9-10.)

The concept of “intercultural” examines the relations between cultural groups while “inter-cultural education” aims to go a step further. It stimulates us to act, to participate and to find a workable way of living within multicultural societies, through effective communication and respect.

Words such as “cross-cultural” and “multicultural” have been used also as synonyms to “intercultural”, yet some find on each a unique definition. It is extremely important that each group of people working together have a common sense of their definition, taking into consideration its parts and elements.

For this thesis purposes, we can difference multicultural from intercultural by stating the first one is just the learning or awareness of other cultures to achieve acceptance and perhaps tolerance towards them, it is quite shallow in practice. Intercultural, on the other hand, calls for action and involvement; to get immerse in the waters of other’s way of living and being.

With these two definitions, we can infer that international exchange programs tend to be intercultural by nature. These are the principles of intercultural education defined by UNESCO.

- Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.
- Intercultural Education provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.
- Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations. (UNESCO 2016.)

By physically moving from one place to another, students get the chance to open their minds and expand their horizons, gaining a new “intercultural” perspective. When cultures meet each other, they interact and communicate, creating their own norms. These en-

counters have their own challenges, but each contact gives the interlocutors an experience that creates change. This change is not one, but a two way process; each student will give the others something to process and new tools for creation.

Through intercultural learning, we find new and exciting answers to our questions; it opens our minds to possibilities previously unknown to us within our culture. It gives us awareness of our own culture, who we are and why, therefore prepare us for understanding and co-existing with others. It is essential for an effective and productive communication.

There is direct relation between culture and education. Culture gives us the frames for education and creates content through models, shapes, ways of thinking and reaction to the feelings towards the world around us. It is through education we develop our culture.

All the elements in education, teachers, students and programs, based their culture in what is taught, creating a cycle of correlation. Culture is in constant evolution and education is the transmission of knowledge. It is then because this knowledge that we create and innovate and education, therefore, becomes essential for the survival of culture itself.

An adult, a student in this case, who encounters another culture without knowing its rules, will feel and behave like a little child. He or she might even make mistakes a child wouldn't make because even a child knows the rules and have a perception of what is acceptable or 'normal'. This might not apply to the new culture.

To perform effectively in an intercultural learning environment, teachers need a series of skills: discovery, interaction and cultural sensitivity. With these tools, they will eventually acquire an "intercultural skill" or the ability to bring the culture of origin and the foreign culture into relation with each other.

The skill of discovery is the ability to acquire new knowledge about a culture and its cultural practices. They should be sensible and know how to ask the participants about their beliefs, values and behaviours, often unconscious to them and therefore difficult to explain.

The skill of interaction is to be able to operate within these knowledge and attitudes, knowing the perfect timing to bring all the information gathered and when to keep it safe.

Cultural sensitivity is the capacity to fulfil the role of a cultural intermediary between the own and the “foreign” culture and to deal effectively with intercultural misunderstanding overcoming conflictive situations and stereotyped relationships.

Multicultural experience is also a double-edged sword. When individuals encounter a foreign environment, they may experience culture shock, feeling anxious and disoriented in the absence of the familiar (the language, the food, the behavioural norms). These familiar things are typically taken for granted and its awareness appears when the environment changes, e.g. when people are absorbed in a foreign culture. They can suddenly become lost and distant.

Although culture shock has its initial dark side, once the difficult adaptation stages have passed, it can also provide a great opportunity for acquiring new perspectives to approaching various life tasks and learning new ways of thinking. Whereas culture may constrain creativity, multicultural experience may foster the creative expansion of ideas. (Ward, Bochner, & Furnham 2001. 266-268; Bennet 2009, 4-6.)

Intercultural learning implies the development of a greater openness towards other cultures, the appreciation of cultural diversity, the overcoming of cultural bias and of ethnocentrism. Intercultural learning is necessary in situations where people of different cultural backgrounds and languages live together.

Intercultural education is not aimed at the development or preservation of cultural identity but at overcoming and transcending cultural barriers. It offers the chances to ‘show’ real cultural differences, to compare and exchange them, in a word, to interact: action in the activity; a compulsory principle in every educational relationship. (Ting-Toomey 2002, 37-38. Portera 2008, 488.)

People have the potential of contact capably across a wide range of cultures. Individuals have to increase their knowledge and improve their mindfulness in practising adaptive interaction skills in a variety of intercultural situations. Figure 8 presents the seven individual qualities for intercultural learning.

Attributes	tolerance towards ambiguity
	open-mindedness
	flexibility
	respectfulness
	adaptability
	sensitivity
	creativity
Ability to	meet new situations with mindfulness
	respond to other cultural cues in non-evaluative ways
	shift frame of reference
	show respect and positive regard for another person
	adapt appropriately to particular situations
	convey empathy verbally and nonverbally
	engage in divergent as well as in systematic level of thinking

Figure 8. Individual qualities for intercultural learning (Ting-Toomey 2002, 271-272.)

5.2 Objectives of intercultural learning

The implied goal for intercultural learning is the development of communicative competence or intercultural competence. This includes awareness, attitudes, knowledge and skills development to enable positive and effective interaction with members of other cultures. Intercultural education also leads to peace, human rights and democracy.

The educational objectives of intercultural learning are:

- To overcome ethnocentrism, which implies a consciousness that one's perception is influenced by one's culture and experience
- To acquire the ability to empathize with other cultures, which implies an openness towards the foreign and unknown
- To acquire the ability to communicate across cultural boundaries
- To develop a means of co-operation across cultural boundaries and in multicultural societies. (Bennett 1993, 4.)

5.3 The process of intercultural learning

This section will discuss the complex process of intercultural learning and development from an individual's perspective.

Intercultural learning is understood as a process of growth and development, emerging from understanding and accepting differences in environments not familiar to us. This experience enables us to reflect on what has been unconscious and what has been perceived to be natural and evident. The notion and understanding of culture is possible only when one has been exposed to a different culture.

There are six steps before arriving at intercultural competence: ethnocentrism, awareness, understanding, acceptance and respect, appreciation and valuing, and change (Figure 9). They regard ethnocentrism as the natural condition as long as one is not confronted directly or indirectly by other cultures. The process of intercultural learning develops from ethnocentrism and finally ends to intercultural competence.

The process of intercultural learning has two aspects. The first one is related to a mental frame of reference that incorporates the individual's value system and filters any new or different experience. This frame of reference expands, adapts and changes during the intercultural learning process, from an ethnocentric position and a confused state, to a more balanced frame of reference that involves openness and flexibility.

The second aspect relates to how an individual's patterns of behaviour are changed to be consistent with the behaviour patterns of others. In other words, the process of intercultural learning is not only a body of knowledge and skills but also a state of mind that develops a greater capacity for tolerance and ambiguity and openness to different values and behaviours.

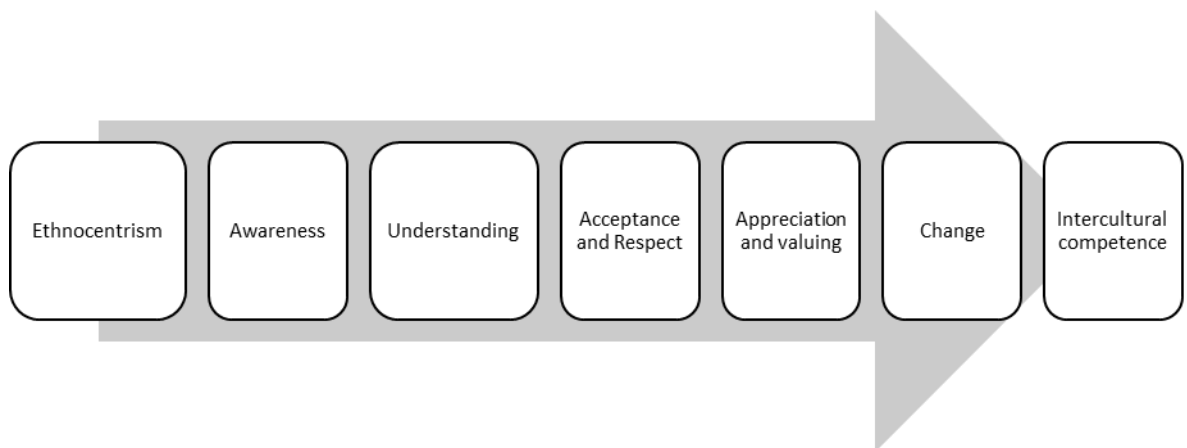


Figure 9. The process of intercultural learning (Fennes & Hapgood 1997, 47-49.)

People at the stage of ethnocentrism have no awareness of culture and cultural differences and view their own culture as the standard. The first step out of ethnocentrism is to become aware that there is something different from one's own culture. This does not mean that a cultural self-awareness is developed.

Understanding in this model refers to developing a concept of culture and of cultural differences. A person can become aware of prejudices and stereotypes and develop an understanding about how thinking and behaviour are affected.

The next step is when a person accepts the cultural differences that he or she encounters and respects other cultures without judging it against his or her own - even though they may contradict his or her own culture. Appreciation and valuing refers to the ability to understand cultural diversity as a resource for growth and development.

Change refers to the development of new attitudes, skills and behaviour when a person consciously or unconsciously reacts to characteristics encountered in another culture. This can mean the adoption of attitudes and behaviour of another culture or a 'third culture' as a result of an intercultural experience, which are not inherent in one's own or the other culture.

All these previous steps will gradually lead to a person's intercultural competence development. (Fennes & Hapgood 1997, 40-52.)

5.4 Students' perception on intercultural learning

How students experience intercultural learning in Worldwide Alliance will be investigated through the following themes and questions:

This question will be clarified in the following paragraphs; the findings of this study will be discussed in section 5.4.1.

Sharing cultural background and skills

- Describe your feelings about sharing experiences with other cultures and students in Alliance program?
- How were you able to promote your own culinary culture and how other students adapted to it? Give examples?

- Have you put in practice any cooking skills learnt from other students of Worldwide Alliance? Give examples?
- How students promote their own culinary culture during the program and how other students adapt other gastronomies? Give examples?

Support from teaching staff for intercultural learning

- In Worldwide Alliance program, there is an active role for students to promote and showcase their own culinary culture and cooking techniques. In which way did the school teaching staff support this?

Stereotypes / Challenges in communication

- Did you have some prior assumptions or stereotypes about other countries' culinary cultures in Alliance program? Please comment?
- Which were the challenges in communicating in foreign languages at the Alliance program?

Learning outside the official classes.

- What and how did you learn from other students' culinary culture outside the school? E.g. Clipper residence?

Teams

- Describe teamwork activities at the Alliance program. What differences did you perceive?

5.4.1 Findings

Sharing cultural background and skills is a central part in Worldwide Alliance. When asked about the main reason for studying in the program, most of the responses agreed that it was getting culinary experience. By promoting their own culture and skills, e.g. through demonstrations during the Worldwide Alliance, students also had the opportunity to observe their peers adapting new skills and techniques into their own cuisine:

“We were able to promote our culture and food in the events in the program and also in the place (residence) we lived in.”

“The sharing process took place permanently during the classes and every student took pride in sharing his techniques, tips, and fun memories with the other team members. All the time, when we were together in the courses and doing the same recipes but not with the same culinary cultures.”

As the aim of the program is to share experiences and skills, the ingredients and techniques were mentioned as the centre of the studies. Interestingly, one of the findings about cultural background was that

“Finally we are not so different” from each other.”

The responses show that being in contact with an environment so diverse, gave them also the skill to see things from different angles, developing creative thinking.

“I was more than happy to share my own knowledge and proved that the more you share with others, the more others will share with you. And the more you will learn. Sharing is caring, they say.”

“Share with other cultures opened my mind to development and the experience was priceless to me, sharing with people from all around the world who shared the same passion. It made me happy and this happiness inspired me to continue my studies in gastronomy, as extended and complex as it is. There is so much to see and learn. I loved it, recommend it and will do it all over again.”

“We did many things with other Colombians and we really had to adapt the ingredients we had. It is a country little known for its culinary culture, still working for it to be promoted and appreciated, I believe that the contribution, as little it was, was very valuable for future students.”

“I learnt more from the colleagues and by observing their habits and comments about their food preferences and way of preparation. Also the events of Alliance when we could show the cuisines helped too.”

When asked how students promoted their own cuisine during the program and how they adapted other gastronomies, the teaching staff responded that the program included vari-

ous activities where students were invited to watch cooking demonstrations and/or selected recipes. They also had the opportunity to express their talent and creativity on the “Buffet Autour du Monde”, through demonstrations

“Learning from others during the classes was great, but the most important way to absorb their knowledge was during our free time and with groups or outside in restaurants.”

“All common interest in food is often reflected in their free time when students prepare food or get to know the local cuisine of Lyon.”

“When you visit a restaurant everybody comments on the same food how it is cooked in its own country.”

So learning was not exclusive to the walls of a classroom. It is clear that students continued sharing their own culinary backgrounds at Clipper, the student’s residence. This seemed natural, people love to share things when they have a common interest and Clipper provided a constant learning process e.g. by night when students could prepared their own dishes and share them with the others.

“In my opinion it is excellent that all of the students live in the same building as this increases students' unity and team spirit.

“At the Clipper residence, we cooked our meals and shared with others. We made food in the Clipper and took turns to cook for a small group of people. Sometimes the Mexican will cook, and sometimes the South African will cook and so. Just for a few of us so it will not be too large quantities.”

“There was a Japanese soup that my friends used to make. I watched people cooking at the Clipper, and tried many times with a spoon what they were making. Sometimes they as, sometimes they asked me to. Sometimes I secretly tasted the food.”

“In the Clipper everybody could cook its own food, so you see the “home” cooking of other countries”

“The conviviality was the best way to learn from the others colleagues. In the clipper it was very common for someone to cook something from your country and give him to prove to everyone. I learned a different way to make ceviche that was with the boys from Peru. In the Clipper I learned, by example how my colleagues prepared Finnish rhubarb pie. I did not know what it was or how to do it. They let me help to do it, it was very entertaining.”

“During the night, once comfortable in the kitchen of the residence, the food was shared with the boys. You could see the customs they had. ”

When asking to describe teamwork activities in Alliance program, a student recalls:

“We are all from different countries and had different cultures, but people were nice and they helped each other. In term of sharing techniques, in terms of cleaning up the kitchen and even in terms of language.”

“The main goal was to have our food cooked or the customers served. With the right guidance we always achieved that. Teamwork is teamwork. Everywhere the same!”

“Learn to work in small groups with different cultures on daily basis tasks in the kitchen, it gave me more sense of community and respect of others because we all could think different about one same thing.”

Other noticed clear differences among cultures:

“Brazilians were more dynamic a wanted to do everything at the same time. Japanese, on the other hand, are very patient.”

Even when it is the main role of students to learn and be the information receivers, the Teaching staff was also interested towards cooking skills and knowledge that was unknown to them.

It was usually mentioned that students felt the program was not carried out in a traditional way, where the teacher is the head and main information provider. The teaching staff seemed to have a good intercultural skill and directed the group with experiences and the support was described a great.

Students found very comfortable to work with the chefs and watch their professionalism. The chefs, on the other side, were encouraging students cooking food from their own backgrounds and truly interested in culinary diversity.

A beautiful symbiosis led to open discussion and supported intercultural learning between chefs and students. The students appreciated that the teaching staff accompanied them through the cooking process, ensuring that ingredients from their own country as well as the necessary equipment were available.

“They taught us to prepare a dish and then we decided how to decorate. In my school they work the same way. The knowledge of each teacher gave new resources and consistently supported us to try different new things. No matter if it was or not a good idea, we could just try it.”

The students experienced that the Worldwide Alliance supported their intercultural learning in many ways through their studies. Students were encouraged to share their own food culture and to compare raw materials and cooking methods to take their studies to another level.

Students also felt that demonstrations and lectures about their own culinary heritage supported the sharing of their knowledge, by preparing a dish in class with a technique of their origin country. They engaged in the most interesting conversations around “estranged” raw materials and cooking habits. In this way, even though the class was to study French cuisine, the chefs encouraged the idea of everybody bringing out their “ways” and cultural background.

The chefs encouraged activities such as the World cuisine, in which meals from different countries were prepared; the “art de la table” where a table should be set in a traditional yet elegant way, and the “Mini Bocuse d’Or” where country teams cooked their finest and were scored in front of everyone. During these, the staff remained close to students providing guidance and encouragement.

“We follow them during the special courses and help them to do their best. To find good special foods, to develop techniques, to try smoky ingredients, now forms of bread, minimalist or elaborated concept, etc. ...”

"We prepare frog legs. Never work with them and never would have tried them but the situation was under control because teachers were above us all the time, guiding us."

Challenges are part of intercultural studies. Stereotypes are normal when cultures get in contact with each other. Conflicts due different cultural backgrounds, ideology or the lack of a clear and common language arise all the time. This thesis has left out of the analysis of conflict, focusing entirely on the creative side of cooperation.

Still, students at the program encounter conflict immediately and were deeply interested in finding out that things were not necessarily as they assumed. One student cleared this out:

"You can think that some people from an exact country will behave in certain way. But it is interesting to realize that you cannot make generalization with people. It happens same with every country, you want make things simplified."

One replier gave a good example on how little you can know about different cultures, even when you think all about it. He stated that:

"Most people think that the food from the United States has no identity; however, this identity is deeply grounded or immerse in fusion resulted from its immigration history. One example of this fusion is Louisiana Creole cuisine."

This perfectly exemplifies what intercultural encounters can bring to someone's cuisine: Louisiana Creole gastronomy blends various different cultures of New Orleans including Italian, Spanish, African, German, Caribbean, Native American and Portuguese. (louisianatravel.com 2016)

As from the staff, one respondent explained that having working for a long time as a chef, he learnt to not rely on stereotypes:

"Every day is learning and you have to have an open mind working in the culinary field. The truth of each culture is complicated and it makes life more interesting to share your cultural background and learn from each other."

How people communicate is strongly determined by culture and when there are too many working together, it always causes some challenges. Even more if it is a multi-language

team. At the program, the students had different levels of French, from little knowledge to advance stages.

According to questionnaire half of the students' didn't speak French, so the communication languages were mainly English and Spanish. The students had only a beginner's French class for 3 months prior to the alliance program; obviously, not enough to learn the language. This resulted in everyone having different vocabulary and grammar, leading to confusing or misinterpreted conversations.

The students mentioned that sometimes misunderstandings were natural but did not represent a big problem. It was evident that everybody felt that English would make communication easier, for example outside the official classes, but the command of this language also varied.

"In my opinion, a unifying factor in studying was studying the French language. The level of the French language of students of your year were mixed. However, the French language make possible for students to have a common goal."

"It's difficult to communicate with a person who doesn't speak your language but at the same time it makes studying more fun. You have to use your hands and even your face to make yourself understood sometimes."

"I think it was the worst part, the barrier of many languages, but after a while it went well, was a good way of learning more languages as well!"

Also, students felt that different languages or lack of them could be a unifying force:

"Not everybody in my class had the same level of English or French, so it was very challenging. But it made the friendship grow, because everybody was far from home missing family speaking in different languages, so we were very supportive to each other."

Figure 10 offers a resume of the most important conclusions of intercultural learning at the Worldwide Alliance.

Intercultural learning	-	The more you share, more you get
	-	Free time had a big influence about sharing and learning
	-	Teaching staff supported students well in intercultural learning by their interest and by demonstrations
	-	Teachers also learnt from students
	-	Challenges in different languages did not seem to be a big problem
	-	Same challenges in intercultural learning united students

Figure 10. Intercultural learning at the Worldwide Alliance

Based on his experiences, it was clear to the author that when you are interested in something, you are also keen to share it with others. All the students in the World Wide Alliance came full of passion for the cuisine and knowledge ready to be transmitted and most important, the teaching staff made this sharing easy.

Although it was clear for the participants that the studies were pretty formal, the staff did not make them feel fearful to ask and share their opinions. Teachers were natural guides that support engagement and communication among students and even better; they become part of their dialog.

In intercultural learning, when many cultures collide language can present different challenges. Still, the author agreed with other students and saw language differences as a unifying factor. The students found the humour in the miscommunications and create their own ways to work together in good spirit.

6 Networking

This chapter will discuss how former students of Worldwide Alliance experienced networking with each other and with their alumni connections.

- First networking in modern world is described
- Secondly alumni networks
- Thirdly social media networks
- **Finally, the findings on empirical part (6.2).** How Worldwide Alliance students network with each other?

6.1 Alumni networks and social media

Networking is a part of our everyday life. No matter the culture, age or way of living, we live in a highly connected world. Before the arrival of the modern communications, continents separated people and it was easier to lose track of your connections once people moved back to their points of origin.

Distances can now be bridged more easily with the help of the Internet, e-mail and Social Media. We are now all connected through the worldwide network, linked and with a guaranteed path between any two people. We keep in touch and the world is shrinking because those links and networks that would have died out before modern communication technology was invented can now be kept alive and easily activated. (Barabási 2003, 18-39.)

College alumni networks are a great way to meet people who are already working in your area of interest as you are already sharing a common thing: you attended the same college. With alumni networks it is easy to find new aspects in your career and Social Media is opening up new avenues to deep this networking.

Social Media offers a set of applications that allows the creation and exchange of content in shared, community sites. It allows us to share ideas and learn from others to take advantage of emerging knowledge and best practices. It is changing the appearance of our personal interactions, with an exceptional rate of adoption that leave behind previous innovations such as the radio, telephone, television.

These tools are intuitive to use and allow people to share information, collaborate, discuss common interests and build relationships. With this trend well underway, businesses are beginning to explore how social media can help them grow and improve profits, not just

with common practices such as outbound marketing, but to enhance business interactions as part of the innovation and product development process. (Eceuropa 2016.)

6.2 Students' perception on networking

How Worldwide Alliance students network with each other will be found through the following themes and questions:

This question will be clarified in the following paragraphs; the findings of this study will be discussed in section 6.2.1.

Alumni and social media networking:

- What are the benefits from Worldwide Alliance social media e.g. Facebook pages?
- How have your learning continued through networking with other Worldwide Alliance students? How have you maintained contact with them?

Support on networking:

- How does the Institut Paul Bocuse support networking with other students?
- How does your own school support networking with other students from Worldwide Alliance?
- Are the teaching staff and students networking after the program? How?

6.2.1 Findings

Alumni and Social Media interaction are pretty lively within former students. Mainly, the tool to stay in contact with other students has been Facebook as the platform offers not only being in touch but also "follow" them and their doings. When asking students about its benefits, they mention being in contact with more than one at once, the creation of groups and events and the possibility to make new contacts through their friends' lists.

It was also mentioned that through Social Media, they could be informed at all the time about the current activities of the Institut Paul Bocuse and Worldwide Alliance, get to know about the many publications from former students and other international culinary events around the globe. The world thus is open. Also the newsletter of the Worldwide Alliance is helping to stay aware what is happening in Worldwide Alliance (see figure 11).

Dear Alliance friends

February is over!

Many events and news happened in our schools and campuses during this second month of 2016.

We invite you to read the Alliance Newsletter and share it.

You can send them the following link : <https://www.iomag.com/magazine/mag/0645729001456480052>

We wish you a nice reading.

We remain at your disposal for further information and wait for your information to start writing March newsletter.

The Alliance a state of mind.

Newsletter February

INSTITUT
PAUL BOCUSE
WORLDWIDE ALLIANCE



News & Events



Exchanging ideas across the bay – Haaga Helia starts collaboration with Estonia

Collaboration signed between *Haaga-Helia University of Applied Sciences* and *Estonia Business School (EBS)*, the Finnish and Estonian hospitality industries. The first-year program of the Tallinn-based Haaga-Helia Hospitality Competence Center will offer educational packages to businesses and EBS students. It will also include research and development cooperation.

More...

News & Events



14 Chilean students from INACAP spend 2 weeks at Institut Paul Bocuse

From January 25th to February 5th 2016, 14 students from *INACAP* came at *Institut Paul Bocuse* for a specific 2-weeks program based on food styling and service. During their stay, students got the opportunity to learn more about gastronomy and hospitality by attending conferences and workshops, and by visiting specific places in Lyon and its surroundings.

More...

News & Events



Chef Luis Martinez from Instituto Mariano Moreno visited ESDAI

Thanks to the *Institut Paul Bocuse Worldwide Alliance*, Chef Luis Martinez from *Instituto Mariano Moreno* went to Mexico and shared his know-how with *ESDAI* students. Passionate about Colombian cuisine, Chef Luis Martinez was proud to realize culinary demonstrations and speak about Colombian food and culture. A tasty exchange that definitely strengthens bonds between Alliance members!

More...

News & Events



A graduate and a student of USFQ participated to Bocuse d'Or Latin America

Erick Dreyer and David Chacon got the opportunity to participate to *Bocuse d'Or Latin America* competition held in Mexico City on February 11th and February 12th. They were proud to represent Ecuador and worked as a team since they share passion for cuisine and grew up as professionals thanks to the same school: *Universidad San Francisco de Quito*.

More...

Success Story



Giovanna Grossi won Bocuse d'Or Latin America 2016

Graduate of *Anhembi Morumbi University* (Brazil), Giovanna Grossi enrolled in the *Institut Paul Bocuse Worldwide Alliance* student program in 2012. After months of training and practice, she became the first woman to win *Bocuse d'Or Brazil* last October. On February 12th, she finally won the *Bocuse d'Or Latin America* and will represent the continent during the worldwide final held in Lyon next January 2017.

More...

Culture focus



The Carnival de Barranquilla, a colorful festivity in Colombia

The *Carnival de Barranquilla* takes place every year during the four days before Lent. This colorful festivity is inscribed on the representative list of the Intangible Cultural Heritage of Humanity since 2008. It aims to celebrate and promote different Colombian sub-cultures and traditions with music, dances and shows.

More...

Follow the Institut Paul Bocuse Worldwide Alliance on 

Figure 11. Worldwide Alliance newsletter

When asking how the Institut Paul Bocuse supported networking with the other students, the most common response was through information over the Internet about worldwide events and the promotion of everyone else's in the program.

"Contacts are definitely kept me interested to try new things and grow my skills."

"As part of the network of the Institut Paul Bocuse, the director is responsible for sending us emails every week. Teachers also meet and network with students outside the Institut Paul Bocuse."

"The Institut Paul Bocuse helps in good ways, with the alumni network, and also with the good access we have with the coordinator of this program. I personally needed help and always was assisted by them."

"Teaching staff is also connected with students via Facebook, most of the time through social media with social network and with the alliance alumni."

Most of the respondents commented when asked about the support from partner schools to networking, that they felt their own schools normally do not support networking with other students, and considered it rather low:

"The school where I came from did not give much support with it. When I needed help, I tried to get it on my own."

"Some schools are still working on that. Let's say the network with different students are personal in my school there is now the possibility of every year to send students with better performance alliance program. Some schools are doing some meetings."

Social Media makes easy to stay in contact with people. Being part of the Worldwide Alliance also means being part of an active alumni, whose contacts will be maintained e.g. via Worldwide Alliance Facebook community. The community has 346 members.

The majority of respondents agreed that Worldwide Alliance's Social Media, such as Facebook, has helped them to maintain contact with other students and create a constant bond between friends who share their life and culinary experiences with each other. The respondents said that the Social Media created a unique possibility for lifelong learning.

To the author, the idea of networking through the power of Social Media was especially appealing. He found inspiring, for example, to find his Facebook and Instagram accounts filled with a variety pictures, videos recipes and food-related blogs, not only from Worldwide Alliance but also from other sources.

This feeling was shared by one of the respondents:

“I found that I have learned a lot from my contacts in social media and had the feeling that other students did the same. So IPB promoted multicultural learning and networking, making this learning to be a joyous continuous method.”

It makes sense, during intense training it is expected that friendships among students get stronger every day. This bond then is strengthened and fed after the studying program through the exchange of information and ideas and Social Media offers the perfect platform to do so. In the comments concerning the question of Facebook:

“I see pictures, recipes all the time in e.g. Facebook and Instagram.”

“So we are offered with a lifelong learning opportunity, maintaining contact through Facebook messages. We might ask each other specific information about how to make a certain dish from a certain country and even inspire us to visit these friends and these countries after our studies, reprising our exchange year experience.”

But the information not only concern food and its making, some students create consultation forums where they have open discussion about current trends in the field or the work situations and opportunities in a certain country. At the end, Social Media offer us cooperation.

Figure 12 offers a resume on how Worldwide Alliance students network with each other.

Alumni and Social Media	-	Social media helps people to learn in subconscious level
	-	Excellent alumni network, the coordinator got appreciation for keeping alumni network united
	-	Normally, own schoolss do not make lot of effort on networking
	-	Social media gives lifetime opportunity for learning

Figure 12. Summary on how Worldwide Alliance students network with each other

Social Media helps to maintain contacts with other students. The author believes that in these modern times social media can provide a strong platform for learning and sharing. It has been widely discussed that Social Media consumes a lot of our time, as well as another negative aspects, but it can also bring a lot of benefits. It connects us and lets us share our live and culture.

In this thesis, the author used Facebook and Instagram, as concrete examples to support this believe. He believes that its biggest benefit is the stimulus it creates on participating and interacting with others. This stimulus of course depends on each person but he has personally find inspirational ideas through text and pictures that his colleagues, and their contacts, have post and share in their platforms.

7 Creativity

This chapter will discuss how former students of Worldwide Alliance experience creativity in food preparing.

- First the concept of creativity and how does it appear is described
- Secondly how the creativity appears in gastronomy is explained
- **Finally, the findings on the empirical part (7.3).** How students experience development in their creativity by the effect of different food cultures?

7.1 Definition of creativity

Creativity is a mental process in which two or more bits of information come together in the mind and create a new and useful idea. It is typically defined as the process of bringing into being something that is both new and useful.

The creative process is often a mysterious phenomenon, with sudden insights seeming to work at an unconscious and inaccessible level. It is a magical “aha” moment of discovery, the point at which an idea leaps into consciousness; sudden, without logic and mysterious.

Creativity often comes out in places far removed from the domain for which the idea is appropriate. Many of the Greek philosophers purposely discussed ideas during walks in nature, and European physicists had many of their most influential ideas while climbing mountains and looking at stars. (Sawyer & Steiner 2003. 27-30.)

Diversity allows us to find different perspectives and increased creativity can lead to better solutions and decisions. When you learn that there is not only one right answer for your problems, you have gained creative thinking. In the globalized world you can get a great deal of advantage from thinking diversely.

Creativity is a human ability that enriches the personal life, enables the person to meet daily challenges and fosters cooperation in society. Over the last decades, it has become common sense the notion that creativity is not just a given talent, but rather an ability that can and should be trained and improved.

Creativity flourishes in societies where free, equal and open exchange between humans, people and cultures is taken for granted. Creativity and innovation contribute to economic prosperity as well as to social and individual wellbeing. So creativity and innovation are thriving factors for entrepreneurship and important new skills needed in new jobs. (Zakary 2004, 15-29.)

Creativity and culture are important topics at the European Youth policy. Creativity is a key factor for culture and cultural expressions but counter wise, culture is also seen as a facilitator for creativity.

In the European agenda for culture in a globalizing world, culture and its influence on creativity are discussed: "The role of culture in supporting and fostering creativity and innovation must be explored and promoted. Creativity is the basis for social and technological innovation. It is furthermore highlighted that art and culture learning in school and in lifelong learning has a major impact for stimulating creativity".

Multicultural experiences can add creativity in different ways. Through these experiences, people are open to new ideas, concepts and scripts for situations and problems. This can be input for the creative expansion; the more new ideas people have, the more likely they are to come up with fresh combinations.

Exposure to multiple environments may even lead individuals to access unconventional knowledge when back in their own cultures.

Having acquired and successfully applied different ideas from other cultures, individuals with these rich multicultural experiences may show an increase in psychological readiness to recruit and seek out ideas from diverse sources and use them as inputs in the creative process.

The dialogue between the cultures and the discussion of similarities and differences is the basis for harmonious and peaceful co-existence. It creates quality of life and opportunities for development for everyone and strengthens our sense of responsibility for a united Europe and for the world as a whole.

The European Union aims to support the development of creativity among young people; increase access to culture and creative tools; make new technologies available to empower young people's creativity and innovation and boost interest in culture, the arts and science.

It searches to provide access to places where young people can develop their creativity and interests; to facilitate long-term synergies between policies and programmes in culture, education, health, social inclusion, media, employment and youth to promote creativity and innovation.

Finally, it promotes specialised training in culture, new media and intercultural skills for youth workers; promote partnerships between the cultural and creative sectors; facilitate and support young people's talent and entrepreneurial skills and promotes knowledge about culture and cultural heritage.

The cultural diversity of multicultural teams gives competitive advantages since it brings together varied approaches to problem solving, allowing the team to use the best from each culture. The ability to discuss opposing ideas and integrate divergent viewpoints is vital for the creativity. (ec.europa.eu 2016.)

According to many scholars, working in teams guarantees success in a society and some of the most commonly agreed characteristics that constitutes an effective team are:

- Multicultural experience increases creative performance.
- The connection between multicultural experience and creativity is most apparent when individuals have had the experience of deeply immersing themselves in foreign countries (such as living in them rather than just travelling abroad).
- Individual differences that account for whether people adapt and open themselves to foreign cultures and actively think about and compare the differences they encounter between their home culture and the foreign culture can boost the creative benefits of multicultural experience.
- A weaker relationship between multicultural experience and creativity emerges in contexts that require a need for firm answers or adherence to conventional knowledge. (ec.europa.eu 2016.)

A multicultural team's social capital is a resource that can be used to solve difficult problems in a creative way. But creativity – the ability to create something new – needs to be allowed to grow and develop in its own way and in its own time; it needs patience and faith. Creativity requires self-organised people and tolerant, open communities. This is what cultural education aims for. It is evident that diversity and a multicultural environment tend to stimulate creativity. (Maude 2011, 282-283.)

7.2 Creativity in gastronomy

Creativity in the food sector has been raised lately to a high value. Creativity through multicultural education will be able to mix and match our own food culture and foreign culture ingredients and cooking methods. The result can be the most innovative flavours and dishes.

The author would like to find out how students experience creativity and how they feel free to dare to combine these elements. How creative and innovative they became from learning different food cultures and skills and through intercultural interaction with the culinary diversity at the Worldwide Alliance.

The food culture is not stable, it is like a culture in general, it contains and conveys. Food culture is a great vehicle of self-representation and of cultural exchange. Overall gastronomy appears to foster the development of creativity, instead of restrain it. (Balazs 2002, 256.)

Gastronomy is organised by means of structure, hierarchy and values technique and skills, but nevertheless the findings are often original and also artistic. How different famous chefs see creativity? For example Danish Chef Rene Redzepi (Noma) thinks that in creativity teamwork is very important, "the creativity of the chef it's very much built on team effort, conversations, and brainstorm sessions." For that you can add ever-changing seasonality and weather.

Spanish Chef Ferran Adrià trusts also in different point of views in creation process. Adrià thinks that images support creativity, "Drawing is an analogical for thinking". Another Spanish Chef Joan Roca thinks that the essential ingredients that define his cooking style are: memory, tradition, landscape, wine, academics, products, magic and a sense of humour. He says that it has become more and more important to look to the land that surrounds you, to know where you are from and to seize all that is inside you, in your domain, in your cooking". Also knowing the product totally, he advises, "Open a product and observe it".

Everything revolves around being able to reinvent recipes, using tradition as a foundation and applying the most modern techniques with only one goal: for the diner to experience something totally unique when trying a dish. He thinks that it's important that "the cooking techniques not overshadow the dish, but merely serve to transform the product." He also says that the critical issue for a chef today is "to look for a balance between creativity and

language that can be understood”. “If no one understands your creativity than it is pointless”. (Foodswinesfromspain.com 2016. (Nytimes.com 2016. Smithsoniamag.com 2016.)

7.3 Students’ perception on creativity

How students experience development in their creativity by the effect of different food cultures at the Worldwide Alliance will be found through the following themes and questions:

This question will be clarified in the following paragraphs; the findings of this study will be discussed in section 7.3.1.

Encouragement for creativity:

- How did the teaching staff encourage creativity in Alliance program? What kind of differences did you notice compared to your own school?

Cultural experiences effect to creativity:

- How was the culinary creativity performed in Worldwide Alliance?
- Have you put in practice any cooking skills learnt from other students during your studies in the Institut Paul Bocuse? Give examples?
- Have you worked in multicultural teams after Worldwide Alliance studies? How these experiences inspired you to push the limits of innovation?
- Have you based your personal culinary identity in more traditional or innovative techniques?
- How have multicultural experiences affected your culinary creativity?
- Have you detected any fusion in your cooking techniques from different gastronomies to create a unique product? Give examples?
- How you experience as a teacher learning from students about their culinary culture?
- Have you detected infusion in students cooking techniques during the program from different gastronomies to create unique products? Give examples?

Interviews:

- What does creativity mean to you in your cooking?
- What experiences have had from multi-cultural learning and work field?
- How do you benefit from your multicultural experience in cooking?

- How would you describe multiculturalism in Worldwide Alliance and how does it affect to your creativity?
- How social media (e.g. Facebook contacts from Worldwide Alliance, food blogs, images, videos) has inspired you and increased your creativity?

7.3.1 Findings

The normal conception of creativity, subscribes that creative people thrive with freedom and autonomy. The author noticed that students experienced multicultural creativity at the Worldwide Alliance and that this creativity expanded during their studies in the Institut Paul Bocuse.

Through the interviews, it was usually mentioned that creativity became evident while surviving of unexpected situations, e.g. changing of plans; missing ingredients, unavailability of equipment and shortcomings. Another responses explained that creativity is the application of the learned and appealed to the visual side of it such as in the plating.

“I take influences from different cultures and they apply them in the dishes, for example in the theme weeks.”

“Creativity for me is self-reliance and courage to do those things which feel right no matter what others tell you.”

“Creativity is essential for the development of all chef, school teach us techniques and use of products and our style of cooking will be marked depending on the creativity we use to use products and techniques.”

“Cultural diversity is wealth. Different cultures looking at and studying can I create and realize new methods and flavours.”

Encouragement to be creatives from Worldwide Alliance teachers was quite strong. In the search for creativity, people mentioned that they were in a constant look for inspiration and new fresh ideas and they brought the concept of globalization.

As explained in previous chapters, people have more and more access nowadays to products from all over the world, making easier to experiment with them even their knowledge

is little or non-existent. When asking to the teaching staff about their duties to inspire creativity, they did felt obliged to encourage different presentations, the use of unknown ingredients and cooperation among the nationalities.

“The difference itself is noticeable from its organizational structure, production processes and quality of chefs. We make the students to have a lot of motivation to continue learning. They had, for example, complete freedom of decoration.”

However, one respondent was not of the same opinion of most of the students. He felt that creativity was not a strong point at the Alliance program because students were learning and absorbed in traditional French cuisine. He based his comment on the fact his own school was doing a stronger work to encourage creativity.

When asking how was the culinary creativity performed in Worldwide Alliance students answered:

“The creativity was performed in Worldwide Alliance by developing new plates.”

“It happens when we are trying to develop new things. We start from our background to improve something, like creating a new dessert, and we can use the technical points but with different ingredients more common to where we live and are more used too.”

“I am learning techniques from different chefs and people with different culture, I have not tried my own creation yet but I believe it will be something new.”

“By cooking a lot from French cuisine but then, performing in events, showing my own culture and sharing it with others.”

“I am working in an environment like this (multicultural) now and the Alliance program helped a lot in the way we try to establish a good relationship with all staff.

“For me it is something new. I'm currently studying so have not work in multicultural teams yet.”

When asking how students have put in practice any cooking skills learnt from other students during their studies at the Paul Bocuse, one student answered that she has been using more diverse ingredients nowadays; since the cultural exchange, it has been easy for her to learn new innovative techniques and mix products from different countries.

When asked about their experiences in multicultural teams after their Worldwide Alliance studies and how these experiences have pushed the limits of innovation, the respondents said:

"Techniques. It showed me a wider picture; things I've never seen before and that many people in Colombia do not know. This has helped me to have an advantage over others."

"In order to mix or merge a technique from another country and apply to my kitchen, I saw a lot how others put their creativity to do their work. It is always inspiring; new techniques, variety, to try to merge all"

"I have not yet created a product, some specific product. But I always try to apply everything I learned. It gave me lots of different ways of seeing the same product and the sense of "why not try this"?"

As for the findings through the interviews

"My current work has taken me to different countries and different cultures, products and techniques, having new learning every day. Now these products and techniques will also merge with those from my native country, Peru."

"In the student exchange in Lyon, the chef gigs often came as a cross from different cultural backgrounds colleagues, products and techniques."

The study also wondered on how students would describe multiculturalism at the Worldwide Alliance and how has it affected their creativity.

"Knowing many new products and techniques helps you a lot in the development of our career, that makes our kitchen and our careers much more personal."

“Learning and letting our imagination to fly we get inspired every day and always provide our kitchen, our style, and our personal brand with all the information we get from different experiences and moments in our lives. It doesn’t no matter where this information comes from, knowledge is knowledge.”

On how students have implemented fusion techniques from different gastronomies, the teaching staff has responds:

“To see exactly what do they learn in their own country makes a big difference”

Some teachers reflected on what they had learned from the student’s culinary cultures.

“Comments from students have enable me to improve my authenticity of Latin American dishes that we are cooking during "la cuisine du monde" training program.”

“I let the chefs to use their specific spices and different techniques, to cook as they really do, for example, to fry as they fried food in Asia”.

On how the teaching staff of the Institut Paul Bocuse encourage Worldwide Alliance students to cultural creativity:

“Having worked in large hotel kitchens with a multicultural work force, I found the experience very exciting and extremely rewarding. It gives inspiration, knowledge, open mind and improvement in teaching methods. It gives also possible to experience more and learn real traditional recipes of different countries.”

The summary of student’s experience about creativity is seen in figure 13.

Creativity	-	Teachers encouragement by giving freedom of decoration
	-	Possibility to try new things with different ingredients
	-	From basic French to innovative ways to do things
	-	Show authenticity of different food cultures and combining them increased creative thinking

Figure 13. How students perceive development in their creativity

The author believes that creativity is an essential part of every chef's work and it is an element highly valued nowadays. As a chef, creativity is to him the possibility to combine tastes and create new plates.

It also means to find the inspiration to transform the ingredients available to us. Understanding different food cultures and techniques gives us the possibility to express. It gives us the courage to try something new and invites us to experiment.

At Worldwide Alliance, the chefs gave us precisely the chance to go always a step further. If a mistake was committed, for example, on a traditional recipe and there was no way to correct the error, instead of giving up we were encouraged to find a new opportunity and make a new presentation of the dish. Respecting the ingredients, a new variation for the dish could be found.

8 Conclusions

The main objective of this study was to find how the Worldwide Alliance program provides a special platform for creativity development in a short and long term. The objective was fulfilled with a diverse data collection from the Worldwide Alliance students and teaching staff of the Institut Paul Bocuse.

The findings indicate that the process of intercultural learning begins during the studies at the Worldwide Alliance program but continues with a long-term engagement with our fellow students, particularly through social media.

There are many examples of students remaining close friends but the friendship also developed into keeping them as professional contacts. Sharing ideas and thoughts, as well as our own cultural background, continues through social media (e.g. Facebook, Instagram).

Students were of the opinion, for example, that absorbing ideas and new ways of thinking is quite easy with the help of pictures. This visual sharing has become part of our everyday life: learning new techniques, familiarizing with new products and seeing multiple plate presentations, all of these developing us professionally.

The advantage of the Worldwide Alliance program is that it maintained a strong network of professionals in different culinary fields. The learning starts at the program as short-term method but it continues informally after the studies through the contacts made at the program. The students' rising creativity will become evident as they venture to experiment with products and cooking skills learned with the aid of their peers.

Overall, Worldwide Alliance gave us the opportunity to meet different food cultures and helped us to see a diverse culinary world full of possibilities in cooking; it gave us appreciation of our own and others' food culture as the basis to start to think creatively. This appreciation created in us the need to share it with others and this sharing gave was transform into creativity and development.

Students experienced that diversity of food cultures lead to intercultural learning. Demonstrations helped us to share and open our minds to others knowledge, a two way street in the learning process.

Learning did not happen only during the official lessons; free time had a special meaning to it. At the Clipper residence, for example, students learnt from each other through informal meetings and in which teachers and chefs participated with their teaching methods.

After the Worldwide Alliance program, students stayed in contact with each other and engaged in a long-term relation. Intercultural learning continues in a virtual form with the help of Social Media. Sharing and following pictures, recipes and Blogs will help us to absorb new influences and to combine different cultures, ingredients and techniques with effort and creativity.

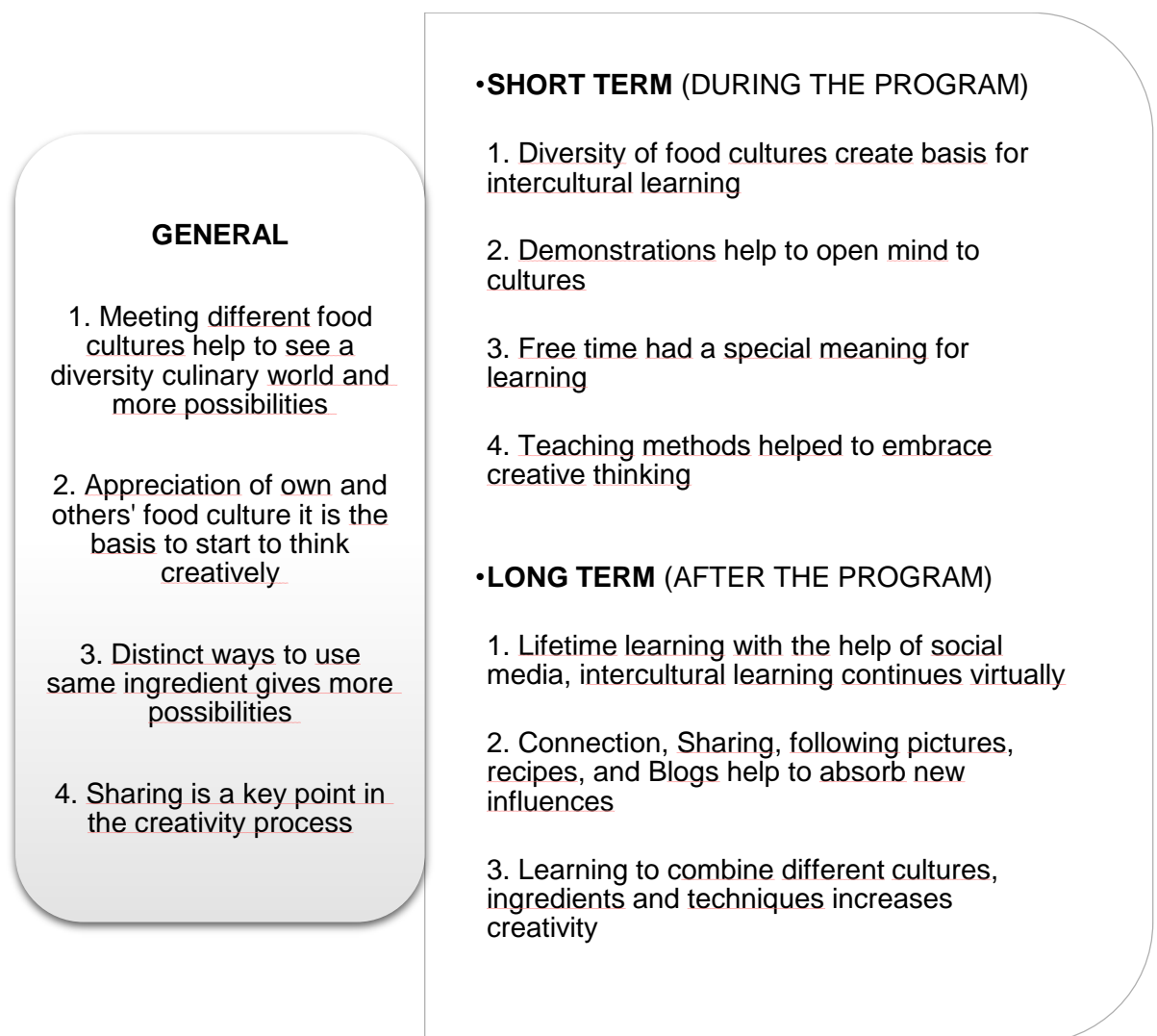


Figure 13. Students' perception on for creativity development in a short and a long term

8.1 Reliability

This thesis' data collection among the students of the Worldwide Alliance program was rather limited. It can't be generalized that all students had similar ideas about networking

and the importance of creativity. Contacts questionnaires and interviews were also obtained through the Worldwide Alliance Facebook pages, so students are at some level already networked with each other.

The importance of this study is to provide an overview of the opinions of the persons investigated, relevant to this subject. People who have responded these questionnaires are initially likely to be positively to the research.

The respondents to the questionnaire and interviews are those that the author has been involved with mainly within the last five years. They were fellow students with him at the program.

The study program has also evolved over the years and new schools have joined. The author believes that this thesis could be suitable for new students who are interested in studies at the Worldwide Alliance program. It collects a good package of old students' attitudes toward the program, common intercultural learning, networking and creativity increased.

The author believes that through this thesis, they might understand what lies beneath the program and its cultural and social wealth, the so-called "side effects" learnt while studying the French culinary culture.

As the sample size of this study is fairly small, it is important to understand that generalizations are not advisable. This study is done by qualitative research methods and the responds are individual so, there might cases where students who have negative attitudes did not answer to the questionnaire.

The secondary data (theory) for the study is in up to date. The most challenging was to gather data from culinary-based creativity. The author thinks that theory on creativity can be generalized even it is not linked directly to culinary field. Creativity has been a very "hot" word for many years now in the gastronomic field and it is interesting to see the word, "culinary" preserved everyday more as a creative occupation. The concept Culinary Arts tells it all, it is an artistic occupation.

8.2 Personal learning

During this thesis, the author learned how creativity is a personal trait and how it develops the character of a chef. He sees how the culinary arts would benefit from the development

of everyone's creativity and students at Worldwide Alliance already leave the program displaying a willingness to accept foreign cultures in their lives and have a different approach in their culinary methods.

During the thesis the author learned how creativity is a fundamental part of our personality and how everybody in the culinary sector would benefit from the development of their own creative selves. To his pleasant surprise, many of the survey respondents mentioned that creativity is a core element in the gastronomic field.

Theory and literature's take on the culinary field do not usually classified it as a creative sector. While doing this study, it was interesting for the author to observe the differences between different cultures and they influence each others.

Additionally, a variety of courses taught at Haaga-Helia University of Applied Sciences have been useful for this thesis. The author felt invested in the study and kept his interest high through the whole process. Being the topic so close to his own experience, it was a joyful journey to go back to his studies at the Institut and analyse his own learning process in intercultural competence.

This thesis linked the creative process with intercultural learning. The author realized through this study that creativeness increases when you open your mind and learn different ways to do things and solve problems.

Life is more interesting when you have the possibility to share your own culture with others and have the courage to face different ways of life, getting to know different lifestyles make people happier. Social Media has seemed to make the world a smaller place, but in the reality, it has shown us the vast universe of possibilities available for us through the contact of international friends.

Sharing makes life more exciting and what a better place to share that within the joyous atmosphere of a kitchen. As Chef Paul Bocuse used to say:

“Happiness is in the cuisine”.

References

Babin, M., Carr, J., Zikmund, W., 2010. Business Research Methods, 9th edition. South-Western College. San Diego.

Bennett, Milton J. 1993. "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity." Education for the Intercultural Experience. 2nd edition. Intercultural Press. Canada.

Berardo, K. & Deardorff, K. P. 2012. Building Cultural Competence. First Edition. Sterling. Virginia.

Bocuse.fr 2016. Histoire Paul Bocuse, URL: <https://www.bocuse.fr/histoire-paul-bocuse>. Accessed 04 May 2016.

Cepeda, M. Miño, H. 2015. The Cookbook of the Institut Paul Bocuse Worldwide Alliance. First edition. Universidad San Fransico de Quito. Ecuador

Eceuropa.eu 2016. Intercultural learning, URL: <https://ec.europa.eu/epale/fi/tags/intercultural-learning>. Accessed 28 April 2016.

Fennes, H. Hapgood, K. 1997. Intercultural Learning in the Classroom. Cassel. London.

Finedininglovers.com. 2016. Brazil Giovanna Grossi Bocuse D´or. URL: <https://www.finedininglovers.com/blog/points-of-view/brazil-giovanna-grossi-bocuse-dor>. Accessed: 5 January 2016.

Foodswinesfromspain.com. 2016. Creativity makes our job fun. URL: <http://www.foodswinesfromspain.com/spanishfoodwine/global/chefs-training/chefs-pastry-chefs-chocolatiers/more-about-chefs/4625492.html>. Accessed: 12 March 2016.

Gannon, M & Rajnandini, P. P. 2010. Understanding Global Cultures. Fourth Edition. Sage. London.

Hingley, M., Lindgreen, A. P. 2009. The New Cultures of Food. First Edition. Gower. Surrey. England. Counihan. C. & Van Esterik, P. 2013. Food and Culture. Third Edition. Routledge. New York.

Innovationcitiescom. 2016. Top 100 city rankings for the innovation economy. URL: <http://www.innovation-cities.com/top-100-city-rankings-for-the-innovation-economy/1130>. Accessed: 2 April 2016.

Innovationmanagement. 2016. Why diversity is the Mother of Creativity. URL: <http://www.innovationmanagement.se/imtool-articles/why-diversity-is-the-mother-of-creativity/>. Accessed: 28 April 2016.

Institutpaulbocuse.com. 2015. Worldwide Alliance. URL: <http://www.institutpaulbocuse.com/en/international/worldwide-alliance>. Accessed: 14 April 2016.

Kittler, P, Sucher, K. P. 2011. Food and Culture. Sixth edition. Wadsworth. United States of America.

Maude, B. 2011. Managing Cross-Cultural Communication. Fourth edition. Palgrave McMillan. Great Britain

Montanari, M. 2006. Food is Culture. Columbia University Press. United States of America.

Nytimes.com. 2016. Ferran Adrià Feeds the Hungry Mind. URL: http://www.nytimes.com/2015/01/04/business/ferran-adria-the-former-el-bulli-chef-is-now-serving-up-creative-inquiry.html?_r=0. Accessed: 2 April 2016

Sawyer, K., Steiner, V. 2003. Creativity and Development. Oxford University Press. Great Britain.

Smithsonianmag.com. 2016 URL: <http://www.smithsonianmag.com/arts-culture/noma-chef-rene-redzepi-on-creativity-diversity-in-the-kitchen-and-that-time-magazine-story-180947698>. Accessed: 14 April 2016.

Ting-Toomey, S. 2002. Communicating Across Cultures. The Guilford Press. Great Britain.

Unesco.com. 2015. Creative Cities Network. URL: <http://www.unesco.org/new/en/culture/themes/creativity/creative-cities>

network/gastronomy. Accessed: 8 December 2015.

Unesco.com. 2015. UNESCO Guidelines on intercultural education. URL:
<http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>

Usfg.edu.ec 2016. Precentacion de cookbook. URL:<http://noticias.usfq.edu.ec/2016/02/presentacion-de-cookbook.html>. Accessed: 12 December 2015.

Zakary, N., A. Amelinckx and D. Wilemon (2004). Working Together Apart? Building a Knowledge-Sharing Culture for Global Virtual Teams. *Creativity and Innovation Management*. 13, 15-29.

Ward, Bochner, & Furnham 2011. *Cultural Processes: A Social Psychological Perspective*. 1st Edition. Cambridge University Press. United Kingdom.

Appendices

Appendix 1. The questionnaire for students (English)

Questionnaire:

The Institut Paul Bocuse, Worldwide Alliance, Intercultural learning and creativity

This is a questionnaire conducted for my bachelor degree thesis at Haaga-Helia University for Applied Sciences. The Institut Paul Bocuse and the Worldwide Alliance partners bring together students from the world's top Hospitality Management & Culinary Arts schools from 14 countries: Brazil, Canada, Chile, Colombia, Ecuador, Finland, France, Greece, Japan, Mexico, Peru, Singapore, South Africa, Taiwan and the United States. The purpose of a 4-month study program is for students to learn French cuisine and culture in environment where students can share their own cultural background and learn from each other. During my studies in Worldwide Alliance, I experienced that by participating in the program we students were also promoting our countries' gastronomy, as well as learning the French cuisine. It made learning an effective experience. I also experienced that after the studies in the Institut Paul Bocuse learning continued through my contact with other students from my class, growing curious to the idea: is networking and creativity a constant process? The main purpose of this thesis is to investigate students' cultural exchange and intercultural learning and how the Institut Paul Bocuse and cooperating schools benefit from these experiences. I intend to investigate how students learn and share their own food culture and culinary skills during their Worldwide Alliance studies. My aim is to find how students' creativity grows by combining networking at the Institut Paul Bocuse with their learned skills. Also, I aim to clarify how the Institut Paul Bocuse and Worldwide Alliance's schools benefit from different cultures and their culinary richness. This questionnaire is targeted for students from different academic promotions at the Institut Paul Bocuse.

Themes:

- I. Differences between Culinary cultures and cooking techniques in Alliance program
- II. Intercultural learning in Alliance program
- III. Networking and relations in Alliance program
- IV. Innovation and creativity based on different culinary cultures

Questionnaire will be open until 31.1.2016

Contacts: Jani Ceder, tel. +358 40 668 5770, email: janiceder@gmail.com

Commissioner of the thesis: Haaga-Helia University of Applied Sciences

*Required

Your country? *

Canada, Chile, Colombia, Ecuador, Finland, Greece, Japan, Mexico, Peru, Singapore, South Africa, Taiwan, United States, Brazil

Gender? *

Mark only one oval.

Male

Female

I am still studying *

Tick all that apply.

Yes

No

Position of work?

Describe shortly your working history?

I. Differences and similarities in culinary cultures and cooking techniques

1. In which situations did you compare your own culinary culture and techniques to others students in Alliance program?

2. Which cuisine were the most familiar to you before starting the program? Pick three
Tick all that apply.

Canada, Chile, Colombia, Ecuador, Finland, Greece, Japan, Mexico, Peru, Singapore, South Africa, Taiwan, United States, Brazil

In which way they were familiar? *

3. Which cuisine was the most unknown for you in the program?

Pick three

Tick all that apply.

Canada, Chile, Colombia, Ecuador, Finland, Greece, Japan, Mexico, Peru, Singapore, South Africa, Taiwan, United States, Brazil

Please comment and give examples what and how you learned from these cuisines?

4. Mention some examples of ingredients and techniques that were unfamiliar to you and how you coped the situations where they were used?

5. In Alliance program different food cultures, ingredients and cooking techniques are brought together. What are the benefits of this culinary diversity of Worldwide Alliance?

II. Intercultural learning in Alliance program

6. Describe you're feeling about sharing experiences with other cultures and students in Alliance program?

7. Did you have some prior assumptions or stereotypes about other countries' culinary cultures in Alliance program? Please comment?

8. Which were the challenges in communicating in foreign languages in Alliance program?

9. What and how did you learn from other students' culinary culture outside the school?
E.g. Clipper residence?

10. How were you able to promote your own culinary culture and how other students adapted your culture? Give examples?

11. Describe team work activities in Alliance program. What kind of differences did you perceive?

12. In Worldwide Alliance program there is an active role for students to promote and showcase your own culinary culture and cooking techniques. In which way did school teaching staff support showing up your own culinary culture?

III. Networking and relations in Alliance program

13. How does your own school support networking with other students from Worldwide Alliance?

14. How does the Institute Paul Bocuse support networking with other students?

15. What are the benefits from Worldwide Alliance social media e.g. Facebook pages?

16. Have your learning continued through networking with other Worldwide Alliance students, how? How have you maintained contact with them?

IV. Innovation and creativity based on different culinary cultures

17. How did the teaching staff encouraged to creativity in Alliance program? What kind of differences did you notice compared to your own school?

18. How was the culinary creativity performed in Worldwide Alliance?

19. Have you put in practice any cooking skills learnt from other students during your studies in the Institut Paul Bocuse? Give examples?

20. Have you worked in multicultural teams after Worldwide Alliance studies? How these experiences inspired you to push the limits of innovation?

21. Have you based your personal culinary identity more traditional or innovative techniques?

22. How have multicultural experiences affected your culinary creativity?

23. Have you detected any fusion in your cooking techniques from different gastronomies to create a unique product? Give examples?

Appendix 2. The questionnaire for students (Spanish)

Cuestionario: El Instituto Paul Bocuse – Programa Worldwide Alliance: Aprendizaje intercultural y creatividad

Este cuestionario es realizado para completar mi tesis de licenciatura en la Universidad Politécnica de Haaga-Helia, Helsinki. El Instituto Paul Bocuse y sus socios del programa Worldwide Alliance reúnen a estudiantes de las más prestigidas escuelas de hostelería y artes culinarias de 14 países: Brasil, Canadá, Chile, Colombia, Ecuador, Finlandia, Francia, Grecia, Japón, México, Perú, Singapur, Sudáfrica, Taiwán y los Estados Unidos. El propósito del programa de 4 meses de estudio es que los estudiantes aprendan la cocina francesa y su cultura, en un ambiente donde puedan compartir además su propia herencia cultural y aprender los unos de los otros. Durante mis estudios en Worldwide Alliance, he experimentado que durante el programa los estudiantes no sólo hemos aprendido la cocina francesa, sino también hemos promovido la gastronomía de nuestros países. También he experimentado que mi aprendizaje a continuado después de mis estudios en Institut Paul Bocuse gracias al contacto que he mantenido con otros estudiantes de mi clase; de esto, surge en mí una idea: están la creación de redes de contactos (networking) y la creatividad relacionadas en proceso constante? El propósito principal de esta tesis es investigar el intercambio cultural (aprendizaje intercultural) que hay entre los estudiantes en Institut Paul Bocuse y la manera en que el instituto y sus escuelas participantes se benefician de estas experiencias. Es mi objetivo investigar como los estudiantes aprenden y comparten sus propias culturas y habilidades culinarias durante sus estudios.

Es también mi propósito encontrar como la creatividad de los estudiantes crece y se fomenta al combinar las habilidades aprendidas con las redes de contactos creados en Institut Paul Bocuse. También busco clarificar como la institución y las escuelas del Worldwide Alliance se benefician de las diferentes culturas y su riqueza culinaria. Éste cuestionario está dirigido a estudiantes de las diferentes académicas en programa Worldwide Alliance .

El cuestionario estará abierto hasta el 31.1.2016

Jani Ceder, tel. +358 40 668 5770 - email: janiceder@gmail.com

Comisionado de las tesis:

Universidad Politécnica Haaga-Helia

Temas:

I. Diferencias en cultura y técnicas culinarias en Alliance program.

II. Interculturalidad y aprendizaje en Aliance program.

III. Redes de contactos en Aliance program.

IV. Innovación y evolución a través de la creatividad en base a diferentes culturas culinarias en

Aliance program.

*Required

País? *

Canadá, Chile, Colombia, Ecuador, Finlandia, Grecia, Japón, México, Perú, Singapur, Sudáfrica, Taiwán, Estados Unidos, Brasil

Género? *

Masculino

Femenino

Aún continuo mis estudios *

Sí

No

Posición laboral?

Describe brevemente su historial laboral

I. Diferencias y similitudes entre culturas culinarias y técnicas de cocina.

1. ¿En qué situaciones has comparado tu cultura culinaria y técnicas de cocina con las de otros estudiantes en Institut Paul Bocuse?

2. ¿Qué cocina de los siguientes países te era más familiar antes de comenzar el programa? Escoge tres

Canadá, Chile, Colombia, Ecuador, Finlandia, Grecia, Japón, México, Perú, Singapur, Sudáfrica, Taiwán, Estados Unidos, Brasil

¿De qué manera te era familiar?

3. ¿Qué cocina de los siguientes países te era más desconocida durante el programa?

Canadá, Chile, Colombia, Ecuador, Finlandia, Grecia, Japón, México, Perú, Singapur, Sudáfrica, Taiwán, Estados Unidos, Brasil

Por favor, de ejemplos de que y como has aprendido de estas gastronomías

4. Menciona algunos ejemplos de ingredientes y técnicas que te fueron desconocidas, así como la manera en que sobrellevaste la situación en las que fueron utilizadas.

5. En Alliance Program, han convergido diferentes culturas alimenticias, ingredientes y

tecnicas culinarias. ¿Cuáles son los beneficios de ésta diversidad culinaria en Worldwide Alliance?

II. Aprendizaje intercultural en Alliance program

6. Describe tu sentir al compartir tus experiencias con estudiantes de otras culturas en Alliance program?
7. ¿Has tenido presunciones o estereotipos acerca de la cultura culinaria de otros países en Alliance program? Comente por favor
8. ¿Cuáles han sido los retos al comunicarse en idiomas 14. extranjeros en Institut Paul Bocuse?
9. ¿Qué y cómo has aprendido de la cocina culinaria de otros estudiantes fuera de la escuela, por ejemplo en la residencia Clipper?
10. ¿Pudiste promover tu propia cultura culinaria? ¿De qué manera adaptaron de tu cultura a la suya otros estudiantes? Menciona algunos ejemplos
11. Describe actividades de trabajo en equipo en Alliance program. ¿Qué diferencias has percibido?
12. En Worldwide Alliance program, se anima a los estudiantes a promover y presentar su cultura y habilidades culinarias. ¿En qué manera el staff educativo del instituto ha apoyado la promoción de tu cultura culinaria?

III. Redes de contactos en Alliance program

13. ¿De que manera tu propia escuela ha apoyado la creación y el mantenimiento de redes de contactos con otros estudiantes del Worldwide Alliance?
14. ¿De que manera Institut Paul Bocuse apoya las redes de contactos con otros estudiantes después de los estudios?
15. ¿Cuales son los beneficios de las redes sociales de Worldwide Alliance, tales como la página de Facebook?
16. ¿Ha continuado to aprendizaje a través de las redes de contacto con otros estudiantes del Worldwide Alliance? ¿De qué manera? ¿Hás mantenido contacto con ellos?

IV. Innovación y evolución a través de la creatividad en base a diferentes culturas culinarias en Alliance program

17. ¿De qué manera el staff educativo estimula la creatividad en Alliance program? ¿Has notado alguna diferencia en la manera que lo hace tu propia escuela?
18. ¿De qué manera se fomentó y llevó a cabo la creatividad en 24. Worldwide Alliance?
19. ¿Has puesto en práctica cualquier habilidad culinaria aprendida de otros estudiantes durante tus estudios en Institut Paul Bocuse? Menciona algunos ejemplos.

20. ¿Has trabajado en equipos multiculturales después de tus estudios en Worldwide Alliance? ¿En que manera estas experiencias han presionado tus límites de innovación?
21. ¿En que has basado más tu identidad culinaria, en técnicas tradicionales o en innovativas?
22. ¿De que manera las experiencias multiculturales han afectado tu creatividad culinaria?
23. ¿Has detectado alguna función de tus técnicas culinarias con las de otras gastronomías para crear un producto único? Menciona algunos ejemplos.

Appendix 3. The questionnaire for teachers (English)

Questionnaire for teaching staff: The Institut Paul Bocuse, Worldwide Alliance, Intercultural learning and creativity

This is a questionnaire conducted for my bachelor degree thesis at Haaga-Helia University for Applied Sciences. The Institut Paul Bocuse and Worldwide Alliance partners bring together students from the world's top Hospitality Management & Culinary Arts schools from 14 countries: Brazil, Canada, Chile, Colombia, Ecuador, Finland, France, Greece, Japan, Mexico, Peru, Singapore, South Africa, Taiwan and the United States. The purpose of a 4-month study program is for students to learn French cuisine and culture in environment where students can share their own cultural background and learn from each other. During my studies in Worldwide Alliance, I experienced that by participating in the program we students were also promoting our countries' gastronomy, as well as learning the French cuisine. It made learning an effective experience. I also experienced that after the studies in the Institut Paul Bocuse learning continued through my contact with other students from my class, growing curious to the idea: is networking and creativity a constant process? The main purpose of this thesis is to investigate students' cultural exchange and intercultural learning and how the Institut Paul Bocuse and cooperating schools benefit from these experiences. I intend to investigate how students learn and share their own food culture and culinary skills during their Worldwide Alliance studies. My aim is to find how students' creativity grows by combining networking at the Institut Paul Bocuse with their learned skills. Also, I aim to clarify how the Institut Paul Bocuse and Worldwide Alliance's schools benefit from different cultures and their culinary richness. This questionnaire is targeted for teaching staff of Worldwide Alliance program in the Institut Paul Bocuse.

Themes:

- I. Differences between Culinary cultures and cooking techniques in Alliance program
- II. Intercultural learning in Alliance program
- III. Networking and relations in Alliance program
- IV. Innovation and creativity based on different culinary cultures

Questionnaire will be open until 31.1.2016

Contacts: Jani Ceder, tel. +358 40 668 5770, email: janiceder@gmail.com

Commissioner of the thesis: Haaga-Helia University of Applied Sciences

*Required

Gender? *

Mark only one oval.

Male

Female

Explain shortly your work in the Institut Paul Bocuse

I. Differences between Culinary cultures and cooking techniques in Alliance program

1. In which situations did the students compare their own culinary culture and techniques to others students during the Alliance program? *
2. In Alliance program different food cultures, ingredients and cooking techniques are brought together. What are the benefits of this culinary diversity of Worldwide Alliance? *
3. What benefits the Institut Paul Bocuse get from the Worldwide Alliance program students? *
4. How multicultural experience affect to your own work? *

II. Intercultural learning in Alliance program

5. Have you put in practice any cooking skills learnt from the students of Worldwide Alliance? Give examples? *
6. How students promote their own culinary culture during the program and how other students adapt other gastronomies? Give examples? *
7. In Worldwide Alliance program there is an active role for students to promote and showcase their own culinary culture and cooking techniques. In which way do the school teaching staff support the students to show up their own culinary culture? *

III. Networking and relations in Alliance program

8. How does the Institut Paul Bocuse support networking with other students? *
9. Are the teaching staff and students networking after the program? How? *

IV. Innovation and creativity based on different culinary cultures

10. Have you detected infusion in students cooking techniques during the program from different gastronomies to create a unique products? Give examples? *
11. How you experience as a teacher learning from students about their culinary culture? *
12. How the teaching staff of the Institut Paul Bocuse encourage Worldwide Alliance students to cultural creativity? *

Appendix 4. Interview for students

1. What does creativity mean to you in your cooking?
2. What experience do you have from multi-cultural learning and work field?
3. How do you benefit from your multi-cultural experience in cooking?
4. How would you describe multiculturalism in Worldwide Alliance and how does it affect to your creativity?
5. How social media (e.g. Facebook contacts from Worldwide Alliance, food blogs, images, videos) has inspired you and increased your creativity?

1. Que significa para ti la creatividad en tu cocina?
2. ¿Qué experiencia tienes dentro del campo de aprendizaje y trabajo multicultural?
3. ¿Qué beneficios obtienes de una experiencia multicultural en la cocina?
4. ¿Cómo describirías el multiculturalismo en Worldwide Alliance y cómo ha influido en tu creatividad?
5. De que manera las redes sociales (ejem. Contactos de Facebook de Worldwide Alliance, blogs culinarios, vídeos, imágenes...) te han inspirado he incrementado tu creatividad?

1. Mitä luovuus tarkoittaa sinulle ruoan laitossa?
2. Miten käytät hyödyksi monikulttuurista kokemusta ruoanlaitossa?
3. Mitä kokemusta sinulla on monikulttuurisesta opiskelusta ja työstä?
4. Miten kuvailisit Worldwide Alliance monikulttuurista toimintaa ja miten se on vaikuttanut luovuutesi?

5. Miten Worldwide Alliancen kautta tulleet kontaktit sosiaalisessa mediassa (blogit, kuvat, videot) ovat vaikuttaneet luovuutesi?