

A Comparative Study of Gastronomy Education in Two Culinary Capitals: Lyon and Gaziantep

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Abstract

Gastronomy and culinary arts departments continue to hold great importance on a global scale. France stands out as a model for other countries at the higher education level, with numerous private culinary schools that export gastronomy education worldwide. Meanwhile, Turkey has seen a rapid expansion of gastronomy and culinary arts departments at the higher education level, with the number of departments in five universities growing from 2010 to 2023 from 121. In this context, a horizontal comparison was made of gastronomy education provided at the higher education level in Lyon and Gaziantep, both known as gastronomy cities. The horizontal approach used is a qualitative research method that involves comparing education and training activities of two countries according to predetermined criteria. The study examined a Lyon higher education institution that provides gastronomy and culinary arts education at the higher education level, as well as three Gaziantep institutions. E-interviews were also conducted with university representatives. The study analyzed the dates of these institutions, entry requirements, theoretical and applied courses, quality applications, comparisons according to education levels, number of academicians, areas of expertise, among other factors. The findings reveal significant differences in the various institutions that award degrees with the same validity.

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INTRODUCTION

The university is a higher (or tertiary) research and education institution that confers academic degrees in a variety of academic subjects. Typically, universities provide both undergraduate and graduate degrees (Boulton & Lucas, 2011; Lamport, 2015; Encyclopedia Britannica, 2023). High technology institutes and its faculties, institutes, universities, colleges, conservatories, research and application centers, and vocational colleges functioning under a university or high technology institute fall within the category of higher education institutions. (YÖK, 1981; Ergun & Ersoy, 2014).

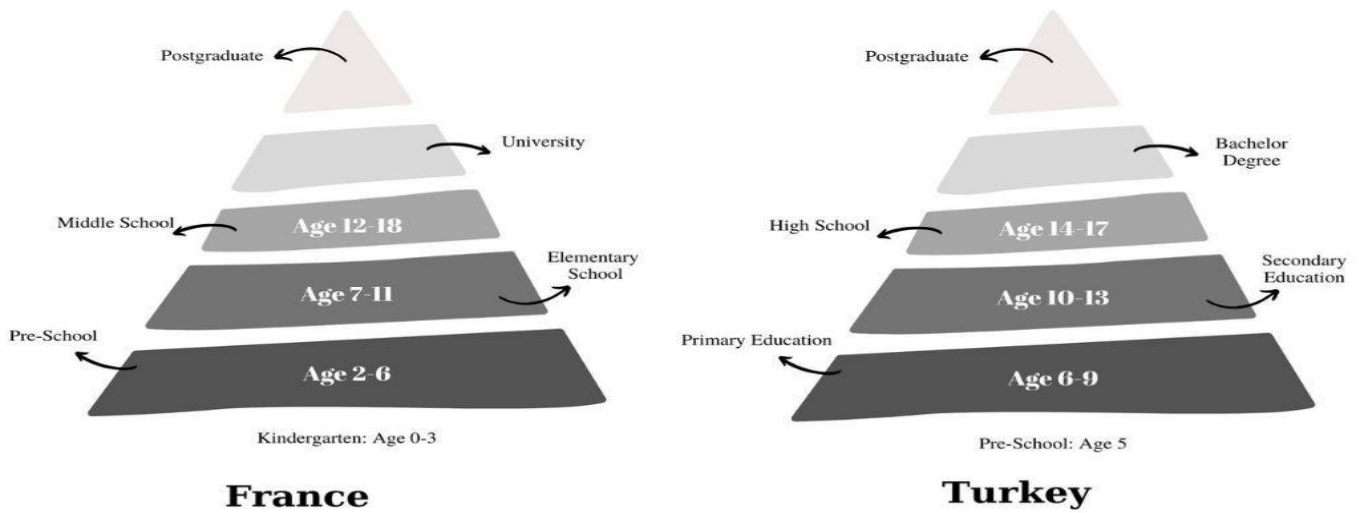


Figure 1. Comparison of the Educational Systems of Turkey and France (Demircioğlu & Kardeş, 2020; Eurydice, 2023)

In France, the government has a significant role in the structure and funding of education. The French system of education is governed by the Ministry of National Education, Higher Education, and Research. These institutions administer the education system within the parameters set by the legislature, which establishes the fundamental principles of education. The State has a significant role in administration, since the French education system has been centralised for a long time (Eurydice, 2023). After secondary school, France's higher education comprises of formation units functioning under several ministries. For an associate degree, a high school diploma is required. After an additional year of study beyond the associate degree, a bachelor's degree may be acquired, and after two years of study, a master's degree. On the other hand, doctoral programs are programs that accept master's degree holders (Akbaş, 2009). (Özkeskin & Değirmenci, 2013) France has 87 state universities, 20 in Paris, 64 outside of Paris, and 3 abroad. 2.784.987 students are enrolled in higher education in France according to 2020-2021 statistics (Ministre De L'éducation Nationale et de la Jeunesse, 2023). Table 1 displays the number of university students per 1000 population in France and Turkey (Yanatma, 2021).

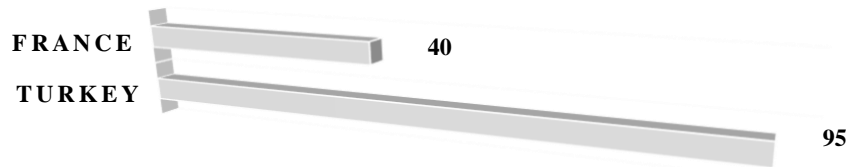


Table 1. University enrollment rate per 1,000 population in France and Turkey

Higher education in Turkey include any institutions that operate a least two-year curriculum beyond secondary school. The Measurement, Selection and Placement Center (ÖSYM), a state-run organization, administers a standardized test on the same day and at the same time across the nation for admission to higher education. According to Turkey Higher Education Council 2021-2022 figures, there are 7,829.148 students enrolled in higher education in Turkey (Turkey Higher Education Council, 2023). The entire number and kinds of universities in Turkey and France are shown in Figure 2.

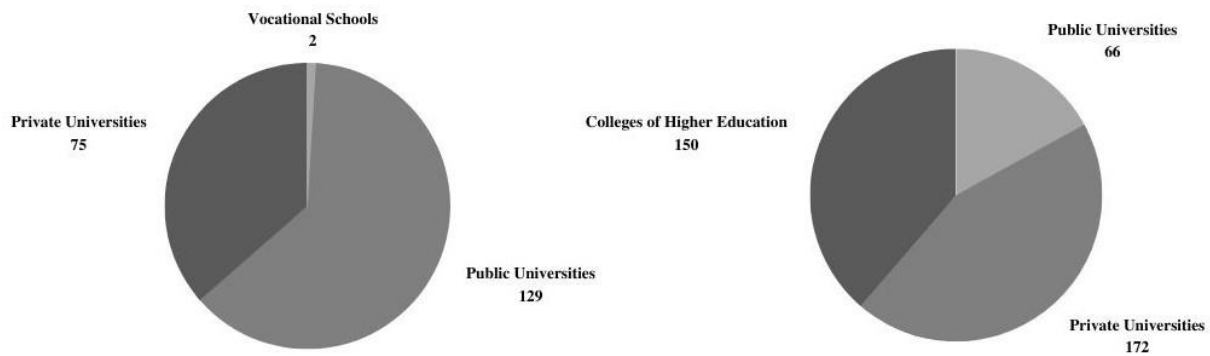


Figure 2. Comparing the Quantity and Variety of Universities in France and Turkey

In 1874, a cooking class in England was the first institution to provide instruction in culinary arts (Allen, 2003). Le Cordon Bleu, founded in France in 1895, is the first culinary arts institution to offer certificates. (Le Cordon Bleu, 2023). First introduced globally in the 1990s (Soares et al., 2020), gastronomy education was introduced for the first time in Turkey in 2003 at Yeditepe University (Yeditepe Üniversitesi, 2020). Le Cordon Bleu and Yeditepe University are both private universities. Unknown is the origin of the first culinary arts education concept in Turkey. In contrast, the substance of the fast expanding number of chapters is very distinct from one another.

The horizontal approach paradigm was used in this research to analyze gastronomy higher education institutions in Gastronomy cities. The population of this study comprises of higher education departments that provide instruction in culinary arts. Lyon, the gastronomic capital of France, the nation where the first diploma-granting culinary school was created in the world, and Gaziantep, the first Turkish city to join the UNESCO creative cities network, comprise the sample for this study. The study comprised Institut Paul Bocuse, which offers higher education in culinary arts in Lyon, as well as Gaziantep University, Hasan Kalyoncu University, and Gaziantep Islamic Science and Technology University from Gaziantep.

From the 1970s through the 1990s, food and hospitality became an increasingly popular issue, and since then, diversity and specialization have persisted (Hegarty, 2011). In Turkey, gastronomy is taught at both the school and university levels (Sariođlan, 2014). Effective determinants of educational quality include the faculty, physical

facilities, students, curriculum, and database. It has a prominent position at institutions that offer gastronomy and culinary education, where application is intensive and student participation is a crucial component of the educational process (Cankül, 2019).

Methodology

In comparative educational research, generally vertical, horizontal, problem-solving, and case-study approaches are used (Ültanır, 2000; Sariboğa Alagöz, 2006). Since this study focuses on gastronomy and culinary arts, and there has been a rapid quantitative increase in gastronomy education in Turkey, and it is known that France has a high level of knowledge in this field, a horizontal approach has been adopted in this research as it usually involves the comparison of education systems between two countries. Gaziantep and Lyon were chosen as the research locations because they are both known to be leading cities in gastronomy and culinary arts education in their respective countries and have state universities. In addition, both cities are known as gastronomy cities and have gained significant attention in this field in recent years.

Studies using the horizontal method to compare the education and training systems of other countries often use document analysis and descriptive analysis (Er & Atçı, 2016; Yıldırım & Türkoğlu, 2018; Demirciğolu & Kardeş, 2020). Document analysis is a qualitative research technique used to study the contents of written documents in a methodological manner (Wach, 2013). First, the materials on the websites of the participating institutions were systematized. The systematized texts were then examined, analyzed, and described. Using the e-interview approach, data was gathered from a representative of each institution. E-interviews are a type of interview that do not require a common space and time limited to the place where the researcher and participant meet face to face, and adopt a communication method conducted through a computer (Linabary and Hamel, 2017:99). This method can save time and energy, and ensure that prejudices and guidance are avoided. The fact that the people interviewed with the researcher could not come together at the appropriate time and place was considered unnecessary. The information requested from the participants by the researcher was information that had to be shared publicly anyway. These gathered data were used in a comparative study using a horizontal methodology. The horizontal method examines each component of a nation's educational system independently of the others. The second step of the horizontal technique reveals parallels and contrasts (Yıldırım and Türkoğlu, 2018).

Results

Comparative analysis was performed on the data gathered from authorities and websites, as well as the university education, as part of the study. Comparing the general features of universities reveals both parallels and distinctions.

Country, City	Institution	Type (Public or Private)	Foundation year
France, Lyon	Institut Paul Bocuse (IPB)	Semi private	1990
Turkey, Gaziantep	Gaziantep University (GU)	Public	1987
Turkey, Gaziantep	Hasan Kalyoncu University (KHU)	Private	2008
Turkey, Gaziantep	Gaziantep Islam, Science and Technology University (GISTU)	Public	2018

Table 2. The study analyzed the foundational years of the institutions being studied

According to the findings of the document analysis, as shown in Table 2, the first institution to be created is Gaziantep University (Turkey, 1987). Institut Paul Bocuse (Lyon, 1990), Hasan Kalyoncu University (Turkey, 2008), and Gaziantep Islamic Science and Technology University follow (Turkey, 2018). It is believed that IPB was the first

institution to provide culinary instruction (IPB, 2023).

Institution	Department foundation year	Training period	How many alumni?
Institut Paul Bocuse	1990	3+1 year	4500
Gaziantep University	2010	4 year	360
Hasan Kalyoncu University	2021	4 year	None
Gaziantep Islam, Science and Technology University	2020	4 year	None

Table 3. The dates when the colleges analyzed began offering culinary education, the length of study, and the total number of graduates

As shown in Table 3, IPB is the first university studied within the scope of this study to provide a culinary degree. IPB, which admitted its first students in 1990, is followed by GU (2010), GISTU (2020), and HKU (2021). Examining the education and training durations reveals that IPB offers three years of undergraduate education and one year of study in a specialism. It is known that several institutions, including GU, HKU, and GISTU, offer four-year undergraduate programs. Examining the number of university graduates reveals that IPB, with 4,500 graduates, has the largest number of graduates. It is known that GU has 360 undergraduate graduates, but HKU and GISTU's undergraduates have not yet graduated.

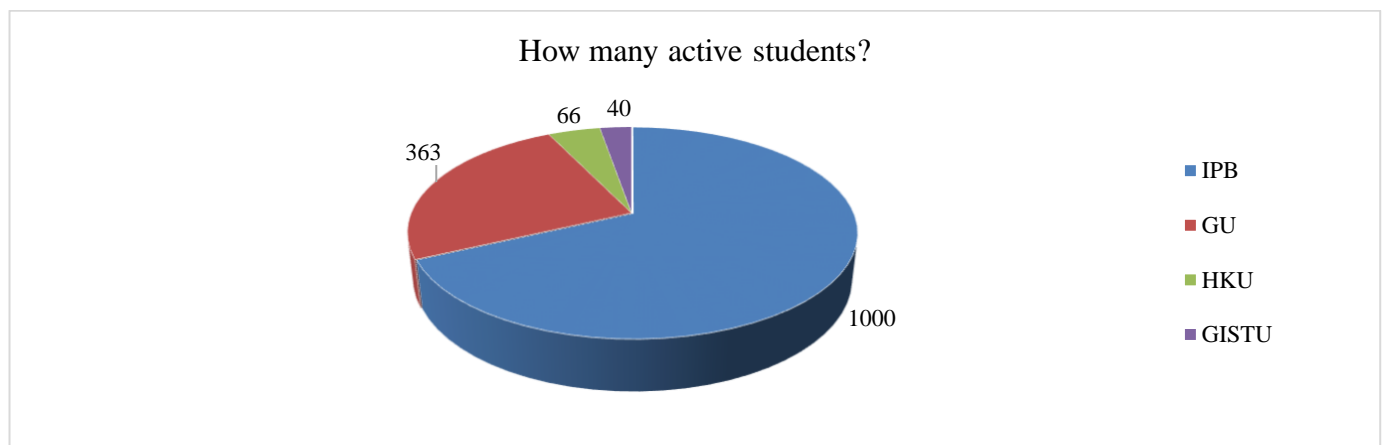


Figure 3. How many pupils are active?

As can be observed in Figure 3, which compares the present student populations of the institutions, IPB, with 1000 students, has the greatest number of students. GU has 363 enrolled students, whereas GISTU has 66 and HKU has 40.

Institution	ACTS to be completed
Institut Paul Bocuse	180+60
Gaziantep University	240
Hasan Kalyoncu University	240
Gaziantep Islam, Science and Technology University	240

Table 4. Number of ECTS credits necessary for university graduation

Based on the Bologna process, every university has an ECTS system. Initiated by The European Higher Education to guarantee interoperability across 49 nations, the Bologna process integrates the university education system. The amount of ECTS a student must accomplish is one of the most fundamental Bologna process criteria. 240 ECTS are required for undergraduate degrees at institutions participating in the whole Bologna process (Olivera et. al., 2022; European Education Area, 2022). Table 4 demonstrates that all institutions analyzed for this study have ECTS credit

loads in compliance with this procedure. It is noticed that IPB gives students who have completed 180 credits an optional +60 ECTS option.

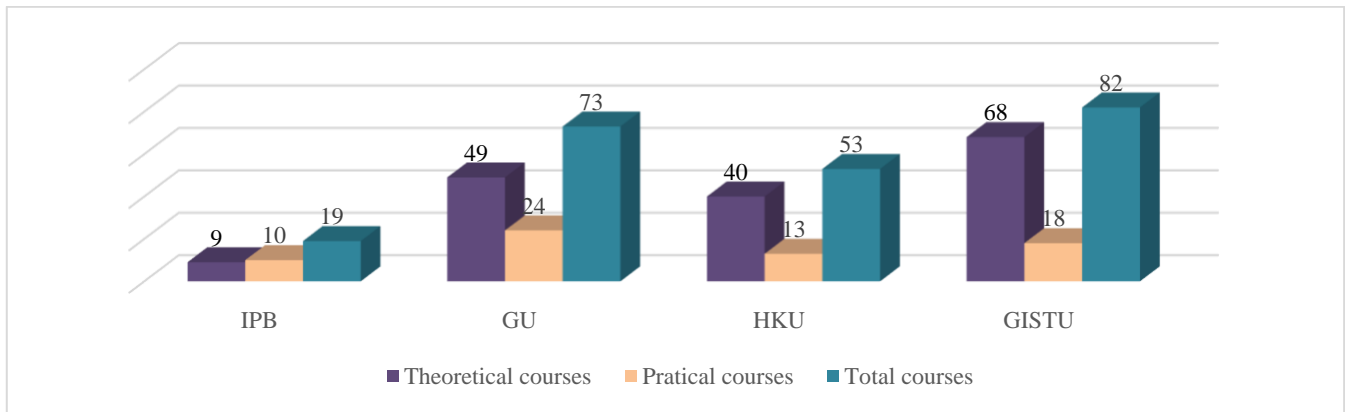


Figure 4. Total number of theoretical and practical courses offered

The number of courses offered is one of the most significant variations between the institutions analyzed within the scope of the study. It is evident from Fig. 4 that the number of obligatory courses and electives that students must successfully complete varies considerably. IPB offers a total of 19 courses, including 9 theoretical and 10 practical classes. Students at GU must pass a total of 73 courses, 49 academic courses and 24 practical courses. To graduate from HKU, students must complete a total of 53 courses, 40 of which are theoretical and 13 of which are practical. Among the assessed universities, GISTU offers the most courses. Students must successfully complete a total of 82 courses, including 68 theoretical and 18 practical courses, in order to graduate from GISTU (GU, 2023; HKU, 2023; GISTU, 2023; IPB, 2023).

Institution	Postgraduate education	Accreditation	Intern education	International agreements
Institut Paul Bocuse	Master, PhD	THE ICE, ICE	4 semester	10 country
Gaziantep University	Master	None	None	None
Hasan Kalyoncu University	None	None	1 semester	None
Gaziantep Islam, Science and Technology University	None	None	None	None

Table 5. Number of university professors and instructors, information on postgraduate education, accrediting authorities, intern education statistics, and international agreements.

Table 5 includes the educational status of academicians. IPB also provides master's and doctorate degrees in addition to the bachelor's. GU offers a master's degree in addition to a bachelor's degree, although HKU and GISTU do not provide graduate study. Accreditation is a crucial sign of quality (Gencel, 2001; Tever, 2014). Particularly in higher education, accreditation is seen as crucial for internationalization (Sterling, 2000). The IPB is the sole institution having accreditation among universities. It has the accreditation document issued by international organizations such as IPB, THE ICE, and ICE, and offers this accreditation chance to its alumni. In recent years, internship education has been implemented in numerous industries, from tourism to health (Busby & Gibson, 2010; Evli, Şimşek & Bektaş, 2019). Intern trainings are systematic training internships that run between four and fourteen months, may be completed in the United States or overseas, and serve as a bridge between the academic curriculum and the industry (Busby & Gibson, 2010). IPB, among the four institutions, provides internships for four semesters, whereas HKU offers internships for one semester. There is no paradigm for intern education at GU and GISTU. In addition, IPB is the only university among these institutions have intern agreements with foreign organizations.

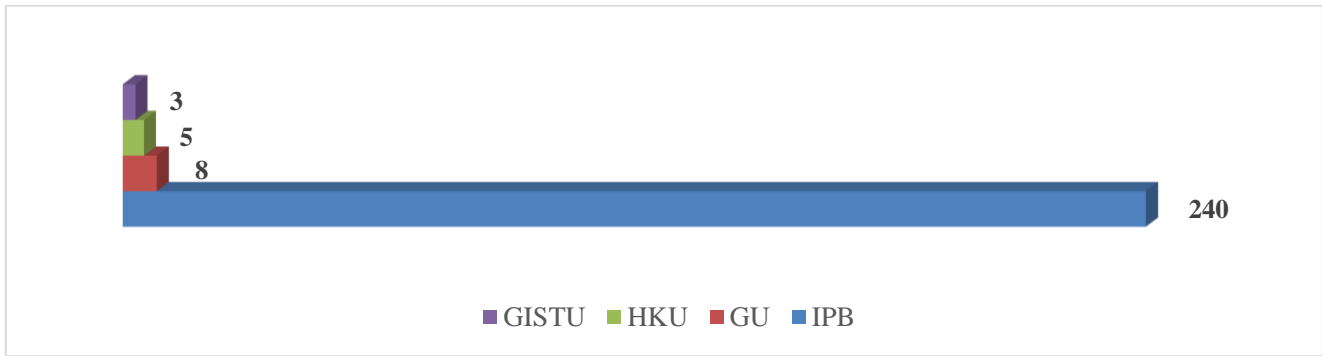


Figure 5. Number of academicians of universities

Academicians are one of the variables influencing the academic achievement of colleges (Mengi & Schreglmann, 2013). Fig. 5 shows the information on the university websites and the data gained from interviews with the institutions. About 80 percent of the IPB's 240 academics and professional trainers have PhD degrees. The value is eight in GU, five in HKU, and three in GISTU.

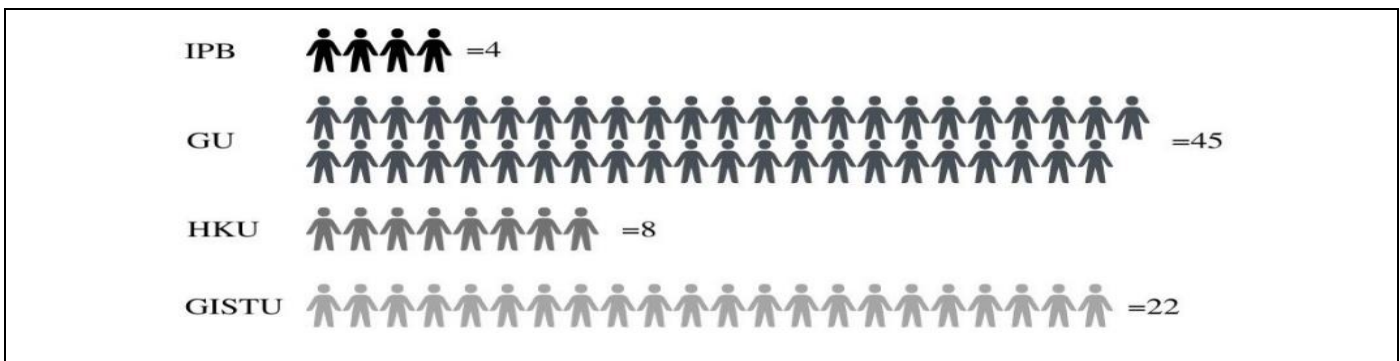


Figure 6. Number of university students per academician

As seen in Figure 5, the university with the fewest students per academician is IPB, with just four pupils. This is followed by HKU and GISTU, which have eight and twenty-two students per academician, respectively. GU has the largest amount of students per academic with 45 students each academic.

Institution	Instructional model	Alumni portal	Number of business partner
Institut Paul Bocuse	Concurrent and consecutive education model	Existing	22
Gaziantep University	Concurrent education model	None	0
Hasan Kalyoncu University	Concurrent education model	None	0
Gaziantep Islam, Science and Technology University	Concurrent education model	None	0

Table 6. Current university education patterns, the presence of alumni portals, and the number of foreign collaborations

Simultaneous and sequential educational approaches are available at universities. Despite the fact that these two approaches may have benefits over one another, there are several instances in which both models are employed concurrently in the education system (Zuzovsky & Donitsa-Schmidt, 2017). As seen in Table 6, IPB combines the usage of two models. At GU, HKU, and GISTU, only a curriculum based on the simultaneous model is observed.

Alumni tracking systems facilitate communication between university graduates and current students with alumni. In addition, these systems provide other advantages, such as the ability to assess the employment rates of graduates and assist the institution in determining the applicable policies. IPB is the only university of those assessed having an alumni site. It has been determined that GU, HKU, and GISTU lack a graduation tracking mechanism. According to Table 5, the only university having foreign partners is IPB, which has 22 international partners. Additionally, GU, HKU, and GISTU lack foreign partners.

Conclusion and Discussion

This research analyzed higher education in gastronomy and culinary arts, using Turkey and France as examples. France is renowned for its superior infrastructure in the cuisine and culinary arts fields. Despite this, it has a perspective of higher education that prioritizes quality above quantity.

In recent years, gastronomy and culinary arts have attracted a significant deal of global attention. Intriguingly, the parallels and contrasts between the instructional material provided at the higher education level in this sector have not before been explored. This study demonstrates that there are significant disparities between gastronomy and culinary arts education. The fact that all of the universities analyzed within the scope of the study are a part of the Bologna Process is a contentious issue. It is acknowledged that the amount and quality of the academics at the institutions participating in the same process, the education curriculum to which students are subjected, the accreditations, and the bilateral agreements vary significantly. Due to the fact that higher education offers a bachelor's degree, it is assumed that the credentials of students with globally recognized degrees would vary. The majority of this study's findings are supported by quantitative data. In the research, emphasis was placed on quantitative data rather than horizontal comparison. There is a significant disparity between the compared institutions, particularly in terms of the number of academics and the number of courses.

Future study may benefit from examining the causes behind this disparity between the Paul Bocuse Institut and universities in Gaziantep. The consequences of these disparities on education quality and program results may be worth investigating. Future researchers are encouraged to replicate the study by including the physical conditions of the institutions, the qualitative analysis of the course curricula, the areas of competence of the teachers, and the post-graduation jobs of the students. It may also be backed by data such as the distribution and number of international students in the department of gastronomy and culinary arts, the industry experience of the instructors, the number of publications, and the h-indexes.

The results of the research indicate significant differences in curricula between France and Turkey, particularly in the number of courses offered in Gaziantep compared to Lyon. Further investigation is needed to determine the reasons behind this quantitative difference, such as economic factors or efforts to improve the quality of education. These questions could be explored in future studies.

Another important finding is the low number of academics at universities in Gaziantep, resulting in insufficient instructor-to-student ratios. This data could be useful in future research to investigate whether the lack of quantity is compensated by higher quality. It would be worthwhile to examine whether the academics in each department have resumes or current research that aligns with the department's aims and objectives.

Overall, these and similar issues could be addressed in future research to gain a better understanding of the

differences between the two countries' educational systems.

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- * Numerical data are provided by web pages and representatives of relevant institutions. Therefore, the number of academic staff may not be up to date. The numbers specified are the numbers that are current on the date of publication of the article.