

Continuing education for teachers of Culinary Arts and Gastronomy majors in Peru

Formación continua para los docentes de las Carreras de Cocina y Gastronomía en el Perú

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Received: 11/10/2023

Review: 21/11/2023

Accepted: 18/12/2023

Published: 02/01/2024

ABSTRACT

The article proposes a review of scientific publications regarding the increase in cooking and gastronomy schools in Peru and the academic needs of teachers, based on the country's positioning as one of the destinations with the best gastronomy in the world. In recent years, technology has made it possible to publish scientific articles and specialized journals on various topics, including gastronomy and teacher training. Consequently, to ensure that individuals or institutions involved in these fields can easily access this information, it is essential to systematize the content available in the digital space. For this purpose, a systematic review was conducted based on the PRISMA methodology ("Preferred Reporting Items for Systematic Reviews and Meta-Analyses") to identify relevant information regarding the question: What is the impact of continuing education on the performance of instructors in gastronomy programs? This methodology enables a systematic review of content, providing information with effective levels of reliability and credibility. We worked with the metasearch engines SciELO, Google Scholar, Scopus and Redalyc and, as a final result, 35 scientific articles were found that met the requirements established as search criteria. The research includes the analysis of the academic and pedagogical needs of teachers, for adequate performance in the training of cooking and gastronomy students.

Keywords: Teaching performance, continuous education, job competence, gastronomy, Prisma

RESUMEN

Se propone una revisión de las publicaciones científicas respecto al incremento de escuelas de cocina y gastronomía en el Perú y las necesidades académicas de los docentes, a partir del posicionamiento del país como uno de los destinos con mejor gastronomía del mundo. Durante los últimos años, la tecnología ha hecho posible la publicación de artículos científicos y revistas científicas especializadas en diferentes temas, entre los cuales la gastronomía y la formación docente, también tienen un lugar, por ello, para que



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Rev. Investigaciones ULCB. Jan - Jul.11(1), 2024; ISSN: 2409 - 1537;82-91

las personas o instituciones vinculados al rubro puedan acceder con a ella sin dificultad, se hace necesaria la sistematización de la información que se encuentra accesible en el espacio digital. Para este fin, se ha realizado una revisión sistemática tomando como base la Metodología PRISMA “Informes preferidos de elementos para revisiones sistemáticas y metaanálisis” (por sus siglas en inglés) para identificar la información relevante respecto a ¿Cuál es la incidencia de la formación continua en el desempeño de los docentes en las carreras de gastronomía?, metodología que permite una revisión sistemática de contenidos que arrojen información con niveles efectivos de confianza y credibilidad. Se trabajó con los metabuscadores SciELO, Google Académico, Scopus y Redalyc y, como resultado final se encontraron 35 artículos científicos que cumplieron con los requisitos establecidos como criterios de búsqueda. La investigación comprende el análisis de las necesidades académicas y pedagógicas de los docentes, para un adecuado desempeño en la formación de estudiantes de cocina y gastronomía.

Palabras clave: Desempeño docente, formación continua, competencia laboral, gastronomía, metodología Prisma.

INTRODUCTION

In Peru, the sustained growth that gastronomy has shown in recent years, its recognition and prominent positioning in the world, the increase in Peruvian cuisine restaurants locally and globally, the increase in tourists who travel motivated by gastronomy and the growing interest in recovering original products, traditional recipes and ancestral cooking techniques and production of literature related to the subject have generated the interest of young people to venture professionally into gastronomic activity and the increase in academic training proposals by technical educational institutions and higher that they offer it as a career under different names and certifications.

In this scenario, the number of businesses linked to the gastronomic offer at the national level has increased considerably, and, with the support of policies aimed at disseminating the country's image outside its borders, investments in restaurant businesses have also increased.

As Ferreira (2019, p. 3), notes “all the recognition the Peruvian gastronomy

industry has achieved is tied to the differentiation efforts developed under the nation branding initiative”.

On the other hand, according to Matta's approach (2012, p. 7), gastronomy has become an engine of development in the country, also becoming an articulating factor of cultural differences that has achieved much more and better than any other aspect, strengthening “Peruvian identity”, generating pride, improving living conditions, building heritage, and leading young people to recognize in it opportunities for growth in unity and harmony.

Cooking, throughout history, has been an activity carried out empirically, based on the tradition and techniques of each town or culture, considered as a profession. As Ordoñez (2018, p.6) points out, with the appearance of inns and later restaurants, chefs saw the need to improve their performance, with the emergence of the figures of Antonine Careme and Auguste Escoffier, both French, who between the 19th and early 20th centuries, systematized work in the kitchen, recorded

techniques and procedures and established hygiene standards. This elevated the status of cooks, transforming their trade into a profession. Cooking evolved from a simple preparation of dishes into the art of manipulating food to create extraordinary presentations, delighting diners and giving birth to what we now know as gastronomy.

The rapid political, social, economic, and technological changes worldwide have drastically altered people's dietary habits and customs. Coupled with the growth of global tourism, which has led to an increasing number of travelers, there is now a pressing need for training centers specializing in gastronomy. These centers ensure culinary offerings meet international quality standards, catering to all types and categories of gastronomic services, including restaurants, lodging, companies, recreational centers, cruises, ships, luxury trains, schools, clinics, hospitals, boarding school, nursing homes, and other establishments that provide food in various forms. For this reason, specialized schools at different educational levels have been created. In Peru, recognized training centers authorized by the state to offer gastronomy programs include Centers for Technical Productive Education (CETPRO), Institutes of Higher Technological Education (IEST), and universities offering higher education.

This evolving scenario demands a broad perspective on gastronomy, encompassing all aspects of the culinary field and its associated management processes. These include production, the management of gastronomic businesses or ventures, customer service, marketing, and other elements that form the foundation for academic programs offered by educational institutions. According to Marco Lei, a professor at the University of Lima cited

in Ferreira (2019, p. 7), innovation and management have become fundamental pillars of business models born from the gastronomic boom. Peruvian cuisine is now marketed as a business concept, requiring students—future entrepreneurs—to have a comprehensive understanding of production processes and service strategies aimed at creating added value to sustain their businesses in the market.

In education, teacher performance is a key factor in the student training process. A teacher's efficiency in the classroom and the strategies they employ to deliver fundamental course content, achieve learning objectives, and develop competencies can make the difference between a graduate who fulfills the institution's expected profile and achieves success in future employment, and one from an institution that neglects the continuous training and development of its teaching staff.

In the case of teaching performance in gastronomy programs offered by higher education institutions in Peru, it is essential to note that technical components carry significant weight compared to administrative and management competencies. Thus, implementing practical, experience-based learning is crucial.

For Acevedo (2018, p. 34), gastronomy is a profession that demands the development of practical skills, which will be reflected in the food and in its presentation to the diner, which is why it is necessary that such skills be improved or developed in learning sessions that guarantee the repetition and execution of techniques and procedures, as well as guaranteeing hours of practical training in spaces that allow training as a result of experience, such as cooking classes in the educational institution itself, in restaurant, hotels or other related.

In higher education institutions, teachers must focus their work on articulated strategies that allow the student to achieve both technical and management skills, therefore, they must know the educational approaches and models oriented to this end. In the specific technical aspect, referring to competencies, Diaz (2006, p.13) points out that the term competency is based on the analysis of the tasks that an average technician must perform, giving the term a utilitarian sense required by the labor market. In other words, student training should result in the acquisition of skills and abilities that enable them, upon completing their studies, to demonstrate efficiency in their work.

However, training goes beyond technical skills, aiming for graduates to develop the ability to start their own businesses and/or manage gastronomic enterprises. This includes demonstrating basic competencies, which Rodríguez (2007, in Chaparro 2017, p. 58) describes as a “complex action system encompassing intellectual skills, attitudes, and other non-cognitive elements acquired and developed throughout life, necessary for effective participation in various social and generic contexts.” These generic competencies “identify shared elements common to any degree program (the ability to learn, design projects, administrative skills) and form the foundation of professional studies, encompassing instrumental, interpersonal, and systemic competencies” (Rodríguez, 2007, in Chaparro 2017, p. 58).

In the last 20 years, educational institutions in Peru have focused on rethinking their educational systems, adopting the competency-based approach that has transformed the concept of education in the world, starting with

curricular adaptation and the design of training strategies. However, even having the proposals designed in accordance with new trends, the responsibility of reflecting this competency-based approach in the results of the student's final evaluation, which must comply with the graduation profile, falls on the teacher, professor, instructor, trainer or monitor, who is in charge of teaching through these new ways of articulating knowledge and achieving the expected results.

In the case of gastronomy schools, it must be taken into account that the growth and dissemination of the benefits of Peruvian gastronomy has resulted in a considerable increase in cooking schools and training centers, CETPROS, IES and Universities have included gastronomy into their educational offerings. Twenty years ago, there were few cooking training centers. Currently, gastronomy has become a fashionable profession, with schools in Lima and other regions of the country, offering all three post-secondary educational levels even if some institutions are better than others (Apega, 2010).

Therefore, higher education institutions are responsible for paying attention to the performance of their teachers and ensuring that they, as a fundamental link between academia and the trained human resource required by the productive business sector in gastronomy, have optimal preparation for the exercise of their work in the classroom or workshops. “Teachers with comprehensive training are required and are capable of acting as promoters and agents of change. Thus, teachers have to face the task of constantly renewing themselves to grow on a personal and professional level” (Niño, Bea and Montalvo, 2017) in Villena (2020, p. 30).

It is not only students who must acquire the necessary competencies for labor market integration; their instructors must also possess the pedagogical competencies to ensure effective teaching. As Tünnermann (2014) pointed out in Rodríguez (2015), the teacher's continuous education looks beyond the limits of daily work practice, continuous education is understood as the personal concern to learn and improve throughout life, a training that is generally associated with what allows them to sustain themselves, as well as their spiritual and personal growth (p.4).

Due to the professional characteristics that are reflected in the performance of Gastronomy graduates, it is recognized that the technical component has a primary role over the administration and management components necessary for a comprehensive professional practice in the field. For this reason, it is essential that teachers handle updated and relevant content, and in addition, that they can develop in classroom methodological strategies aimed at achieving skills that demonstrate the graduate's ability to enter the labor market, in accordance with the demands of employers and/or the demands of their own entrepreneurship. As Ortiz (2015) said, "a good teacher is capable of organizing his activities in such a way that learning is promoted for all those involved in the process" (p, 99).

The role of the teacher, instructor or trainer is essential in the learning process of the student who wants to become an expert cook or manager within the gastronomic field. Educational institutions are responsible for ensuring that the student who completes his or her training process, meets the established exit profile for their study program. Additionally, for

licensing processes required by Peruvian legislation and educational quality certifications, institutions must focus on teacher training. Since many graduates are employed by international companies, it is essential to guarantee students achieve global performance competencies.

Ortiz (2015) points out that "from a constructivist perspective, this process can be thought of as a dialectical interaction between the teacher's knowledge and that of the student, which enter into discussion, opposition and dialogue, to lead to a productive and meaningful synthesis: learning" (p. 97).

Due to the above, it is necessary to ensure that the teacher generates spaces for interaction in which the student's progress with respect to their learning is evident, as a result of the practice monitored in the workshops intended to turn the student into a professional chef, who, as Ordoñez and Robalino (2028) point out, "is the person who cooks by trade and profession. The roles in the kitchen are categorized based on the knowledge and specialties of each of the types of chef."

Regarding this aspect, the purpose of the continuous education of teachers will be focused on ensuring that students graduate from universities not only with recognition of their academic training, but also with knowledge that allows them to be properly inserted in the society as people who contribute knowledge and drive transformative changes in the fast-evolving scientific, technological, and social world in which they live (Tünnermann, 1995).

In technical and higher education institutions, in-service teacher training proposes the differentiation of training pathways to perform in these roles.

This pathway will be structured by the institution that plans the continuous education program of its teachers, which is based on the analysis of the competencies that the teacher needs to perform their role. This structuring and itinerary allow for organizing and presenting in a sequenced and gradually, in these training programs, the contents necessary to achieve and improve the competencies expected for performance in classrooms and workshops (UNESCO, 2019).

Continuous teacher education allows educators to keep learning in response to global, national, or local changes, as well as to address specific needs or challenges in their work. In this sense, continuing education becomes a valuable mechanism for supporting teachers.

It not only enhances their knowledge but also fosters their integration into the professional community, granting them recognition and appreciation (Sánchez, 2019). This research adheres to the PRISMA 2020 Declaration (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*), which provides a checklist spanning seven sections and 27 domains to enable systematic content reviews that yield reliable and credible information.

MATERIALS AND METHODS

We worked with the objective of identifying and quantifying scientific publications on continuing education programs and teaching performance in gastronomy in Peru. The strategy used was the query from metasearch engines of databases such as Scopus, The Online Scientific Electronic Library (SciELO), Google Scholar, and The Network of Scientific Journals of Latin America and the Caribbean (REDALYC). The following

languages were considered: Spanish English and Portuguese.

Exclusion criteria:

Any research or article with more than ten years of publication was excluded from the review. In relation to the geographical scope, publications from the continents Asia, Africa and Oceania were excluded.

Inclusion criteria:

The time frame included publications from 2014 to 2023 related to gastronomy training and continuing teacher education aimed at improving teaching performance. Articles in Spanish, English, and Portuguese were included. Boolean operators (*AND*, *) and the “+” sign were used to refine searches, with queries such as “Formación continua AND desempeño docente” (Continuing education AND teacher performance) and “formación continua+docencia en gastronomía” (continuing education+teaching in gastronomy).

The choice of the topic is justified by the increase in schools and training centers in cooking and gastronomy in Peru, the diversity of educational offerings in the sector and the quality of professionals who enter the labor market. Figure 1 shows the sequence followed in the process of systematic review of the information.

A ten-year time horizon is considered from 2014 to 2023. Articles linked to training in gastronomy, continuous training of teachers that seeks improvement in teaching performance. The languages established within the inclusion criteria are Spanish, English and Portuguese. In this sense, the articles and bibliography were reviewed. To

achieve the proposed, the Boolean operators ADN and the + sign were used. The equations were written as follows: “Continuing training AND teaching performance” and “continuing training + teaching in gastronomy”. The choice of the topic is justified by the increase in

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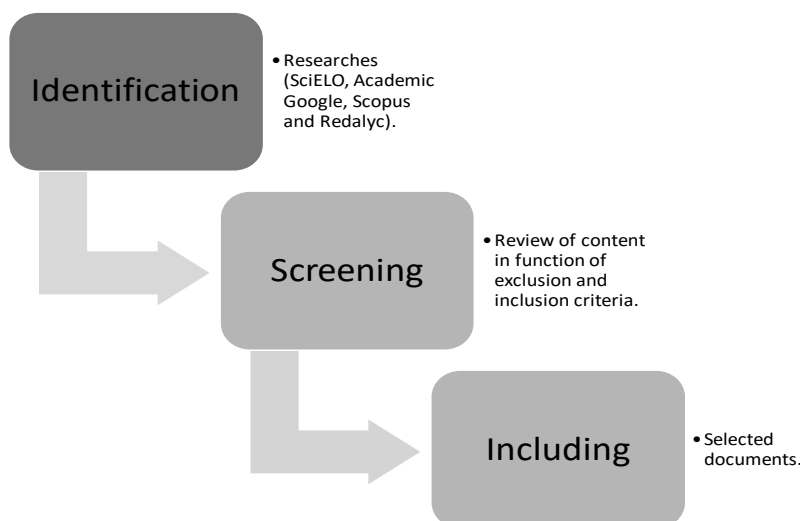


Figure 1. Systematic review PRISMA Methodology (Flowchart)

RESULTS AND DISCUSSION

Once the search was carried out, it was decided to select 192 scientific research documents which were obtained from the application of the equations designed for the search, these equations inserted in the metasearch engines gave the results

shown in Figure 1, where the sequence is also shown. followed in the process of systematic review of information. From these 192 investigations, the PRISMA method was applied and a first selection was made discarding those that did not meet the

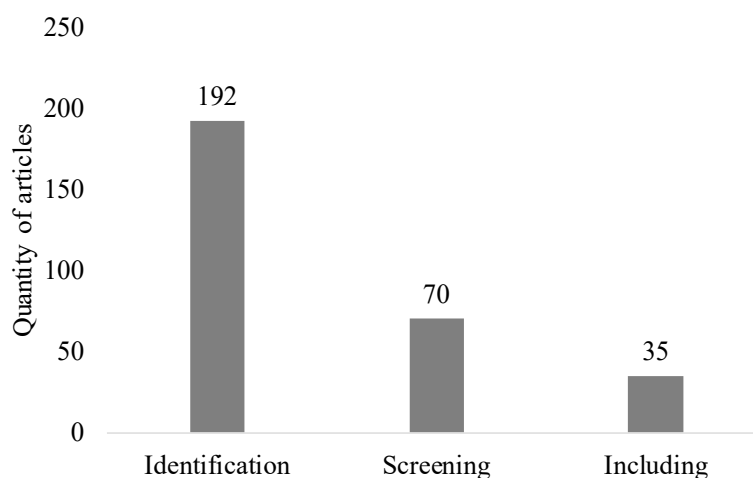


Figure 2. Results of the systematic review

established parameters for publication time and geographical context, thus complying with the exclusion phase, as seen in Figure 2.

Regarding the distribution of articles, of the 192, the largest amount of research corresponds to Redalyc, followed by SciELO, Google Academic and Scopus, as can be seen in figure 3.

As can be seen, the scientific documents related to the research topic appeared in significantly higher numbers in specific search engines due to exclusion criteria that focused the search on America and Europe. Additionally, the search was limited to publications in Spanish, English, and Portuguese. It is worth noting that a significant percentage of publications were in Portuguese, reflecting the robust production of scientific articles in Brazil.

For the second stage, corresponding to the screening phase, the information was reviewed, taking into account all those publications that will focus the information on the topic of continuous education of teachers and its impact on the achievement of professional competencies in gastronomy students at higher education institutions.

CONCLUSIONS

After reviewing the information contained in the publications on continuing training and teaching performance in gastronomy, it can be seen that, in the last ten years, interest in the professionalization of gastronomy in Latin America has increased considerably due to the phenomenon caused by the gastronomic boom that occurred in Peru. This interest is reflected in the need for educational institutions to improve the performance of their teachers through continuous education programs to achieve the exit profile expected. The findings indicate that continuous training programs designed to improve teacher competencies and performance should include essential categories such as academic preparation, practical professional experience, technological proficiency, soft skills, and a component of scientific research and social responsibility. These programs must also focus on empowering teachers to act as classroom promoters and agents of change, as well as professionals committed to their own growth and constant renewal.

The PRISMA methodology proved to be an effective tool for

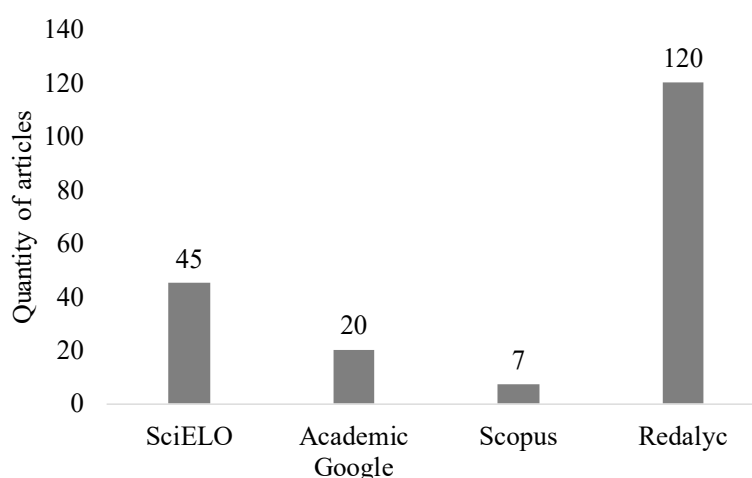


Figure 3. Identified records

identifying publications that contained researchers' intent to contribute theories relevant information. The number of and frameworks explaining how to publications on the topic available in the achieve desired improvements based on selected search engines demonstrates the experiences in their respective contexts.

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