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GASTRO-GUIDE



STATE OF THE ART REPORT

IDENTIFICATION OF THE PROFESSIONAL PROFILE AND TRAINING NEEDS OF GASTRO-GUIDE

Spain, Italy, Greece, Lithuania, Poland,
Bulgaria



UNIONCAMERE
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Table of Contents

INTRODUCTION	3
Research of the existed situation in rural areas of the participating countries (A1)	4
Results from the survey conducted in the field of the rural areas (A2).....	9
Consolidated report (at consortium level).....	11
Country report – Spain.....	42
Country report – Greece	66
Country report – Bulgaria.....	17
Country report – Poland.....	34
Country report – Italy.....	51
Country report – Lithuania.....	73



INTRODUCTION

The present document is developed within the project GASTRO-GUIDE: new professional profile for rural sustainability through education and promotion of agro-food and gastronomy, Ref. no. 2021-1-ES01-KA220-VET-000034772, that is funded under the Erasmus+ program of the European Commission.

It represents the first Project Result (PR1) and summarizes the results, conclusions and findings from the process of identification of the professional profile and training needs of the Gastro-Guide.

Project context

The project mentioned above (called for short “Gastro-Guide project”) is designed to suggest solutions to existing problems related to the rural development that extend beyond the national borders of individual countries in Europe. The EU funding instruments aimed at supporting the regional development - and in particular those applied for the rural areas in the EU states – are more focused on the administrative and infrastructural investments and improvement. Additional efforts are needed when it comes to the local communities’ development and improvement of the welfare of the population in these areas. It presupposes investment in education and training, as well as forming entrepreneurial skills of the local people so they may find their place on the labor market. That’s why the Gastro-Guide project exploits resources that are already existing in the rural areas in the partner countries, such as: cultural, historical and gastronomy heritage; tourist sights and natural givens; traditions in the agriculture and food-production; not-urbanized green and safety environment, etc. Even though, usually the local people preserve all this knowledge and traditions and are proud of them, they often remain unknown to the people outside of the particular region. Having all of these in mind, the Gastro-Guide project will focus on the preparation of local “ambassadors” to communicate and promote these treasures to the rest of the world.

Of course, the shortest way to benefit from the unique local resources is to make them public. In this, the role of tourism in the sustainable development of the rural areas and the local economy as a whole, especially in a post-pandemic situation, is unquestionable. Tourism provides many job opportunities to the unemployed who want to re-enter the labor market and is the largest employer of young people, low-skilled or part-time workers and women. However, research shows that there is a lack of entrepreneurial spirit for successful rural development, particularly among the younger generations who consider working in the tourism sector unattractive due to low salaries and limited perspectives. In addition, the lack of information exchange and coordination among the local actors often poses a significant drawback to the development of the rural tourism initiatives.

To overcome these shortages in business skills and in internal and external cooperation, and to contribute to the development and enhancement of rural tourism, the Gastro-Guide project was launched in February 2022. The project consortium unites 9 partners - organizations from Northern, Southern and Central Europe from 6 countries to **develop a new professional profile of a coach who trains the people in disadvantaged rural areas in Europe on how to promote their own village and welcome visitors**. The consortium brings together different experiences of work in rural development and in educational technology development and training. The team unites VET centers, University College, small enterprise, women association and social partners from Spain, Greece, Poland, Italy, Lithuania and Bulgaria under the skillful guidance of the Chamber of Commerce in Teruel, Spain.

The **goal of the project** is twofold: on one hand it aims at improving the living conditions in the rural communities by promoting their natural and cultural heritage, thus increasing public interest and on the other hand it provides opportunities for marginalized people to enter the labour market.



The role of the Gastro-Guide

Our goal within this initiative is to create a new professional profile for the "Gastro-Guide" as an expert who will support the local communities' development and will contribute to the rural sustainability through education and promotion of agro-food and gastronomy. The activities will be focused in the rural areas within the partner counties in effort to promote the authentic cultural heritage in the villages and close-to-the-nature lifestyle. For that, the project will first focus on the development of a **new professional profile** of the Gastro-Guide.

What will Gastro-Guides do?

Our Gastro-Guides will have 2 major **roles**:

- 1) they will provide support to the local villagers acting as trainers and coaches, teaching and encouraging them to be enterprising by establishing or running a small/family business that takes advantage of the local resources and, at the same time, is beneficial for the community. The Gastro-Guide will have the task to educate the locals and to support them in creating small plantations of autochthonous food products, to encourage them to preserve plants/food and to promote the use of local food products in the restaurants in order to preserve the quality local cuisine. In addition, the Gastro-Guide will teach/encourage neighbors to rehabilitate old houses and proposing guest lodgings, to be creative and make handicrafts, etc.
- 2) secondly, the Gastro-Guide will act as tourist trainer agent, by teaching the visitors about the village's culture, gastronomy, local food products, heritage, etc., with the aim to promote the village and raise its attractiveness.

Hence, literature about rural tourism competencies and skills is scarce and fragmented. Research suggests that there is a gap regarding the framework of competencies needed by **rural tourism managers** to excel in the modern competitive tourism arena. Furthermore, tourism is a very complex domain integrating a wide range of knowledge, skills and attitudes that are needed in order to develop, enhance and sustain (rural) tourism businesses.

The new **professional profile of the Gastro-Guide** covers this lack, coaching the rural entrepreneurs and people of rural communities. He organizes learning activities with sensations, flavours, aromas, culinary practice, discovery as a reinforcement of learning, help the rural inhabitants to go into the labour market, mainly women, young and unemployed people. Thus turn the villages into didactic spaces with pedagogical objectives and methodology based on experience or real personal practice, we call them "Gastro-Guide".

Further, the project will develop a **specialized training course** for the preparation of Gastro-Guides, who will operate in their regions. The Curriculum to be developed within the project will include 5 Units (Training modules) covering the training needs of Gastro-Guide and will lead to the Gastro-Guide certification. The modules will be delivered with blended methodology, including Theory in coaching techniques, tools and processes and Practice in the gastronomy and culture (heritage, tradition, customs) of the rural area. The theory provided with interactive e-learning courses and the practice will be appropriate for each rural area.

Finally, the project's objective is not merely limited to the development of the Gastro-Guide professional profile and training course, but it aspires to formally establish a European Community of Gastro-Guides connected through an interactive web platform, Rural Educational Area (REA). REA will serve as a non-formal learning space, where current and potential Gastro-Guides can consult videos, pedagogic resources, training



and where students, experts, teachers can debate on various topics. The project partners will also introduce the developed training program to a number of public and private institutions within the VET sector, reaching out to professionals on the one hand and to decision-makers on the other.

Aim of the output

Since one of the Gastro-Guides project's main objectives is to **develop a new professional profile for coaches in the area of gastronomy and cultural tourism in rural areas** – the **Gastro-Guides** – the first step was to recognize and analyze the special needs and the level of competences needed for the future Gastro-Guides as professionals.

To that end the project consortium initiated an extensive research for **identification of the training needs of the new profile** that will direct the further development activities and will set the ground for the elaboration of a comprehensive curriculum for the profile. For this, the **State of the art report** is analyzing the current situation in the partner countries and based on the findings and conclusions is outlining the key features and prerequisites for the Gastro-Guide profile's development.

Research methodology

In order to confirm the preliminary research findings, identified at the stage of the project design, the partners united around the research concept and methodology for conducting the research and elaborating the present report.

➤ **Geographical scope of the research:**

The research was conducted by the 9 organizations - project partners and data was collected and analyzed for the following 6 countries:

- Spain
- Italy
- Greece

- Lithuania
- Poland
- Bulgaria

The survey was focused in the rural regions in each participating country.

➤ **Target groups:**

The research involved the key target groups, as they were identified by the project: micro-entrepreneurs, social entrepreneurs, farmers, culinary professionals, women, unemployed people, and cultural guides, etc.

➤ **Phases of the research:**

The Identification of the professional profile and the training needs of the Gastro-Guide was implemented in the period April 2022 - May 2022 and was organized in 3 phases:

- a research of the existing situation in rural areas of the participating countries
- a survey in the field using prototype questionnaires
- elaboration of the state of the art report for all partner countries.

Below we present details for each step of the research process:



Phase 1:

Research of the existed situation in rural areas of the participating countries

The first phase was conducted by assigned experts at the project partnering organizations who conducted a desk research on the current situation in the project countries. As a result, country reports were developed by the research teams in Spain, Italy, Greece, Lithuania, Poland and Bulgaria. The collected data and conclusions were organized in a common comparative report reflecting the current situation in the partnering countries.

The report (A1) contains information regarding:

1. General Country Information

- Country information regarding the rural areas and tourist offering: economy and geographical specifics of the regions; touristic data and tendencies (incl. in the rural and gastro tourism), following the customer behaviour evolution, etc.
- Potential of rural and gastro-tourism: overview of popular sites that are suitable for rural and gastro-tourism.
- Potential learner's profile
- The existing VET offers in the field of the educational (and professional) profile of the GG

2. Literature review

- Overview of the literature based on a bibliographical research of the existing information available: papers, book and in general literature in the field of the educational profile of a trainer / coach / mentor related to disadvantaged groups.

Phase 2:

Survey in the field of the rural areas

In the second phase the project partners conducted an actual field survey by distributing a pre-agreed template for a questionnaire aimed at estimating the situation in the rural areas in the partner countries. The questionnaires were focused on the rural normal life, the employability and the unemployment, the local traditions and foods, the local products and the famous local dishes, etc.

The target groups addressed by the survey were trainers/teachers, local entrepreneurs, women, unemployed, young people who stay in the village and like the rural life, elderly persons with knowledge of the traditions in the gastronomy and local diet, the history of the area, the myths and customs.

The results gathered through the questionnaires were analyzed by the partners and country reports were elaborated. The **model questionnaire** in English language, as well as in the national languages of the project partners (ES, IT, LT, PL, EL, BG) could be found as **Annexes** to the present report.



Phase 3:

Elaboration of the state of the art report

The last phase of the development of the Project Result 1 was focused on the development of the current State of the art report based on the comparison of the countries reports from the research and survey from the first two phases. The report was drafted by the Bulgarian partner CAHA (as a leader of the output's development) and presents the measuring and analysis of the results of the country reports provided by the partners as well as the key findings and conclusions.

The most important achievement of the research and the survey is the identification of the skills and competences that are necessary for the Gastro-Guide as guide/trainer/coach. In addition, the report highlights the homogeneous training needs of the future Gastro-Guide that will serve as a base for the development of the curriculum and the professional profile in the next project activities.

Below are summarized the results from both the phases of the research.



Research of the existed situation in rural areas of the participating countries (A1)

Following the preparation and development of the country reports from the desk research of the current situation, a separate document is prepared having the form of a comparative analysis report at consortium level. In order not to duplicate the information already presented there, within the State of the art report we will only highlight the main findings and conclusions, extracted by the partners:

Observation:

- The partners came to the conclusion that in some countries it is hard to find official reliable information for the economic features of the rural areas in particular. Hence, the information presented at sectoral or national level was compared to the territorial scope and thus information was analyzed to be able to compare data;
- The demographic characteristics of the population in the rural areas vary between the countries but there are some common features such as:
 - higher average age of the population in the rural areas - comparing to the country/urban areas levels;
 - lower unemployment rate - comparing to the country/urban areas levels;
 - lower average level of education of the locals - compared to the country/urban areas levels.

General conclusions:

Some interesting observations were made in this regard, comparing the average levels of different indicators between the countries. Hence, an explanation was found, as described below.

- Unemployment rate in the rural areas across the partners' countries varies depending on the regions but in general the unemployment in the rural areas is lower often due to:
 - Many seniors living there and considered out of the labor force;
 - Population being engaged in the agricultural activities;
 - People actively searching for a job are living the villages and moving to the bigger cities for better employment opportunities;
 - Many people living in the rural areas have chosen the village and close-to-the-nature lifestyle and since they are self satisfying their needs by their own production of food they do not consider themselves unemployed or searching for a job.
- Agriculture in rural areas is the predominant sector of employment:
 - Accounts for between 25% and 57% of the GDP (in the different countries)
 - Employment rates in agriculture in the rural areas are between 33% and 66% comparing to the country levels where the average percentage varies between 12% and 29%
- Tourism in rural areas is not well developed:
 - Accounts for between 3% and 7% of the touristic arrivals (in the different countries) – comparing to the national levels where the tourism accounts for between 7% and 21% of the GDP
 - Accommodation is provided by (predominantly) guest-houses and non hotel-like activities
 - Food is provided by small local restaurants, eating establishments or directly farms



- People are attracted to the rural areas mostly because of the possibilities for:
 - enjoying nature in a responsible way (eco-tourists)
 - enjoy products and services from local businesses
 - “diving” into the local culture and interacting with the local people
 - experience the rural way of life
 - taste local/traditional food and experience the local cuisine
 - visit thematic events and sights
 - participating in experiential activities, etc.

Challenges:

In addition to the main findings regarding the demographic and socio-economy features of the population living in the rural areas, some key places for intervention were identified, that are considered to be challenges in front of the national and regional policy-makers. Among these are:

- Needed improvement of the infrastructure (incl. touristic infrastructure)
- Low level of education of the locals
- Low level of awareness of the (potential) visitors
- Limited access to modern technologies
- Limited access to employment
- Not enough travel agencies that specializes exclusively in rural or gastro tourism
- Growing innovation, rapid modernisation and many emerging challenges for the development of tourism requiring highly qualified workforce
- Sustainable tourism development as a trend/must, etc.

Advantages:

Still there is a room for the development of the rural areas through agro and gastro-tourism following the established positive facts, resources and givens, such as:

- Preserved knowledge of the traditions
- Close to nature lifestyle (clean food and environment)
- Calm and relaxing atmosphere
- Hospitable local people
- Strong local community
- Customized experience for the visitors
- Increased interest of the visitors to the typical local products and people
- New strategies at national/local level for boosting the agro- and gastronomic tourism in the rural areas or development of the rural areas in general, etc.

Disadvantages:

When drafting for measures for the development of the rural areas also the following disadvantages should be taken into account:

- Aging population of the rural areas
- Migration to the cities



- Competing with the time – risk of losing knowledge
- Slow modernization of the infrastructure (including ICT) in some countries in the rural regions, etc.

Opportunities:

As a key opportunity for fostering the rural tourism development and improvement of the life of the local residents, following the results from the research, the partners identified the possibility for re-designing the traditional touristic offer by developing **customized touristic packages/services**, such as:

- Rural activities – field activities, demonstrations, opening farms/mills/wineries for visitors;
- Reviving the local gastronomy traditions and crafts;
- Events (food and cultural festivals, fairs, exhibitions, cooking classes/workshops, concerts, etc.);
- Offering experiential tourist attractions, etc.

There is a large amount of food and wine treasures briefly known to the “outsiders” ==> there is a big room for improvement for tourism related to culinary and gastronomy heritage in the rural areas.

Potential beneficiaries of the Gastro-Guide training

Another aspect of the research was to try to estimate the potential users of the project results. After review of the existing resources, the partners listed the following groups or individuals that may take advantage of the developed under the project materials and tools:

- trainers of vocational training courses or school teachers;
- local entrepreneurs;
- staff of local associations in the rural areas or local communities already engaged in for the promotion of the territory;
- personnel of Local public authorities settled in rural areas;
- unemployed (in particular young people) who are no longer in the education system and not working or being trained for work (NEETs) living in the rural areas;
- people thinking about moving from town to the village with enthusiasm, means and potential ideas for developing small local businesses;
- people of various age: from young families or singles to old people with traditional knowledge and experience;
- managers or any other specialists from cities willing to start and learn a new lifestyle in rural areas.

Of course, of of them in addition to the pre-defined in the project target groups, will be addressed in further communication and dissemination activities, to get them involved in the project, as well as to keep them informed of future initiatives and possibilities.

VET offers in the partner countries

Since the training course for Gastro-Guides is aimed at creating professionals, it is planned to be established within the Vocational Education and Training (VET) system in the partner countries. This also required a preliminary research of the existing VET offers in the countries represented in the Gastro-Guide consortium, as well as collecting knowledge of the organization and functioning of the VET systems in general. The reasons behind this part of the research were:

- to avoid duplication of the structure and contents of the Gastro-Guide training course with other existing educational/training programs;



- to search for good example of design and organization of a training course with similar contents, learners and/or parameters;
- to understand the VET systems in the partner countries so as to search for the proper “place” (level and/or form) of the Gastro-Guide course, in order to get it recognized at national/EU level.

In addition, the following conclusions were made following the analysis of the gathered by the partners information:

- In general, there are VET courses or secondary school education programs in all partner countries leading to the acquisition of a qualification *Tourists Guide* (there are some varieties in the title, but the contents are similar).
- The *Tourists Guide* job profile is in most of the cases subject to regulated or authorized training /certification.
- The most common level of VET in Tourism Guiding is EQF¹ 3 / EQF 4.
- In some countries (such as Spain and Italy, for example) the gastronomy education and training is quite advanced – there are number of different courses and specializations within and outside of the VET systems, while in others (such as Bulgaria), the gastronomy or culinary VET offers are limited and there is a gap between the different levels of qualification, that are breaking the learning path.
- There are some specialized courses at higher EQF but none for a Gastro-Guide.
- The Gastro-Guide training could be offered as a specialized VET course (part of profession or selective training module within the recognized training programs) or as an extra-curriculum course in higher education.

In the final part of the research, the partners put special efforts to identify the key parameters that will define the framework for the development of the Gastro-Guide curriculum and training course. These are listed below:

Tasks and responsibilities of the Gastro-Guide

- service administration for the clients
- promoting agritourism, local products and services
- cooperating with regional communities and other institutions
- repairing tourist and recreational offers for various groups of recipients
- manage tourist brand of a place
- organizing various events, festivals, concerts, competitions, rituals, etc.
- organizing culinary, craft and other workshops
- organizing conferences, seminars and trainings as part of good practices
- operating an accommodation reservation system (optional)
- running a website/blog on local culture, incl. products/services, including gastronomy of the rural area/region (optional)
- run own business (optional)

¹ European Qualification Framework



Skills and competences that are necessary for the Gastro-Guide as guide/trainer/coach

- Knowledge of product management
- Knowledge of the gastronomic industry
- Excellent communication skills (verbally and non-verbally)
- Knowledge of the principles of marketing and promotion
- Negotiation skills
- Excellent organizational skills
- Knowledge of entrepreneurship and sales techniques
- Knowledge of foreign languages
- Knowledge of how to maintain a website, publish content in social media
- Knowledge of the local culture, folklore, regionalism, etc.

Specific training needs of the Gastro-Guides (as identified by the research)

- Culture and history of the local territory
- Traditions of the local territory, incl. local products, cuisine, handicrafts, customs, etc.
- Link between products and territory (including the historical aspects)
- Overview of the richness of the territory: common features and peculiarities. How to choose what is to be promoted.



Results from the survey conducted in the field of the rural areas (A2)

In the Phase 2 of the research the results were obtained as mentioned in the beginning of this document, through the distribution of questionnaires by the project partners to the identified representatives of the target groups in their countries. In order to ensure comparability of the results the partners agreed upon a common template for questionnaire to be used.

Designing the form for the survey, the partners also included a summary of the project aims, activities and expected results, so the respondents are not only providing opinion on the interested areas, but were also informed about the project and its benefits. The form was composed of 42 opened and closed questions as well as some open space for other comments and suggestions from the respondents. The closed questions gave the opportunity of the recipients to choose from predefined answers/options, while the opened questions collected information of the personal background, preferences and suggestions of the respondents.

Each partner country ensured that at least 50 respondents will complete the survey and will submit their answers to the questions asked. The particular no. of answers received by country is presented in the reports given below. In total **342 questionnaires** from 6 countries were collected and analyzed for the production of this report.

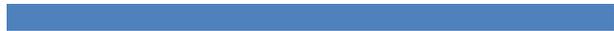
Having the answers collected the Gastro-Guide partners developed **country reports** with summary and analysis of the results obtained. Then, the country reports were summarized and the collective figures and key findings are presented as a consolidated report.

The first chapter is explaining the research approach for each question and is presenting and analyzing the **collective results at consortium level**.

The following chapters are the **country reports** with figures and findings, prepared by the partners in the 6 project countries.

**Questionnaires
summary**

**Consolidated
report**





Consolidated report (at consortium level)

The model questionnaire was divided in **several sections** – each of them having different tasks to collect particular information needed for the further analysis. Therefore, the collective report presented here is organized following the sections of the form and grouping the questions according to the information they provide for the respondents, their demographic and socio-economy status, their background, preferences, opinions, suggestions, etc.

In this chapter also the predefined answer's options are listed and explained.

Demographic and socio-economy profile and characteristics of the respondents

The first part of the questionnaire was addressing the respondents providing them with a brief information regarding the project and its goals, the aim of the survey, as well as the tasks that the consortium has set in terms of developing the Project Result no.1. Further information for contacts of the respective country's partners was also included so as to the interested respondents may get in touch and receive additional details for the project.

General information

In the **General information** section (questions no.1-3), the respondents were asked to provide their contact details (if they want), so we may stay in touch for further communication. Many recipients, especially those representing business entities, took this opportunity and left their personal and/or business names, positions, but not so many provided their contacts. It is understandable having in mind the doubts people have for sharing personal details in view of potential risk of harmful actions, or at least of receiving unwanted messages (too much provided information is often considered as spam).

Next question (no.4) was aimed to identify the country they answer from, so it's possible to follow the number of respondents based on their place of residence. Since the questionnaire was distributed across the 6 partner countries, the possible answers of this question were limited to the following countries: Bulgaria, Greece, Spain, Italy, Lithuania and Poland. It was considered that even if the country of origin of the respondent is not among the listed ones, it is at least the country of residence where the respondent lives/learns/works, so they are eligible to provide sufficient answers to the questions asked.

As mentioned above, a total of **342 questionnaires** were collected by the project consortium. The distribution of their share (in numbers) considering the contribution of each country is presented below.



As visible on the diagram, all partners managed to fulfill the minimum target in terms of number of respondents and ensured at least 50 filled questionnaires so the representativeness of the survey is considered feasible for the purposes of the analysis and reporting.

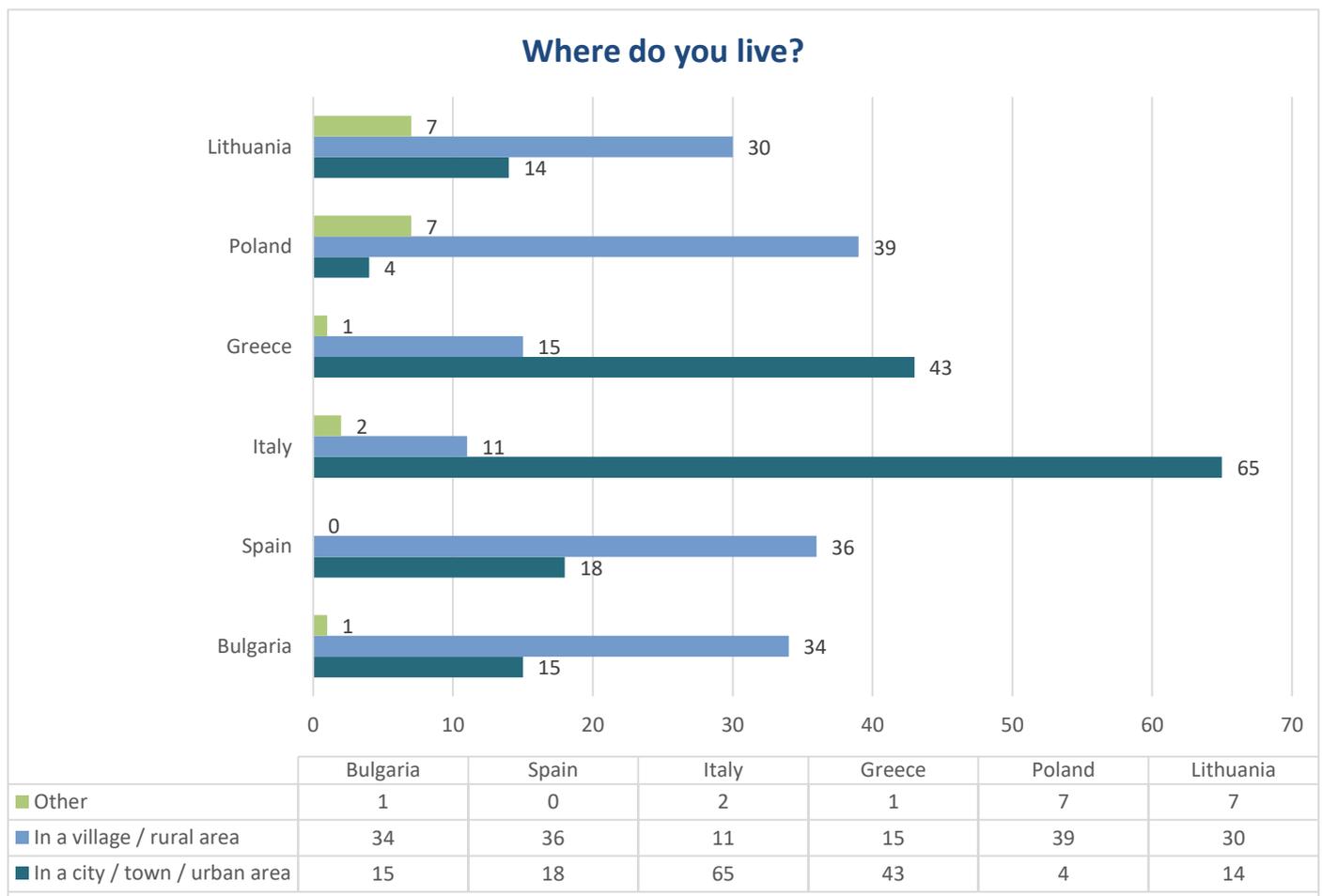
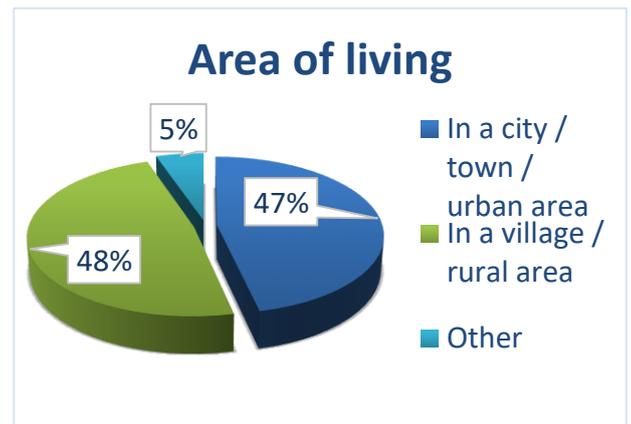
Background

The next section was devoted to researching and identifying the profile of the respondents considering their living area, previous experience and their educational status. For this the following questions were formulated:

5. Where do you live?

- In a city / town / urban area
- In a village / rural area
- Other

The question was formulated in order to explore the respondents' area of living and indicate the ones belonging to the rural population. On the one hand, these are the potential beneficiaries of the project and its result in terms of people in need of support for establishing/expanding their own business or with a chance to find a job in the rural area. On the other hand, the urban population addressed is considered with a potential to transfer knowledge and expertise to the villages, as well as potentially interested to move/work there, or motivated to contribute to the rural development in another





way.

Visible from the diagram above, although the questionnaires were addressing the population of the rural areas, here a lot of the respondents have marked their area of living as urban (living in a city or town). One possible explanation is that the free online distribution of the questionnaires has raised interest on the subject and the project’s topics among the population living in an urban area, but working in the surroundings / rural area, or owning business there (as becomes clear from the further questions). In this case it is not a surprise that the “city residents” are most often those who also stated they own or run business in the villages. This also brings to the conclusion of not enough entrepreneurial initiative among the villagers – although they are actually living in the small settlements/villages, close to all the resources in interest (natural, cultural, heritage, etc.), still “outsiders” are exploiting this potential and are managing the destinations or touristic sites.

Another interesting observation is the difference in the ratio between the two indicators (rural/urban population answering): from predominantly rural population answering to the survey in Poland, through around 1/3 urban against 2/3 rural population in Lithuania, Spain and Bulgaria, to majority of respondents living in the cities – such as in Greece, and in Italy. In addition to the suggested above explanation, here also comes the common pattern observed all across Europe of migration of the young (and not only) people to the cities for better employment opportunities and depopulation of the villages and rural areas in general.

Next two questions were aimed at profiling the respondents according to their educational status, exploring the most common level of education as well as the areas of education in which they were prepared. For this, questions no.6 and no.7 were composed as follows:

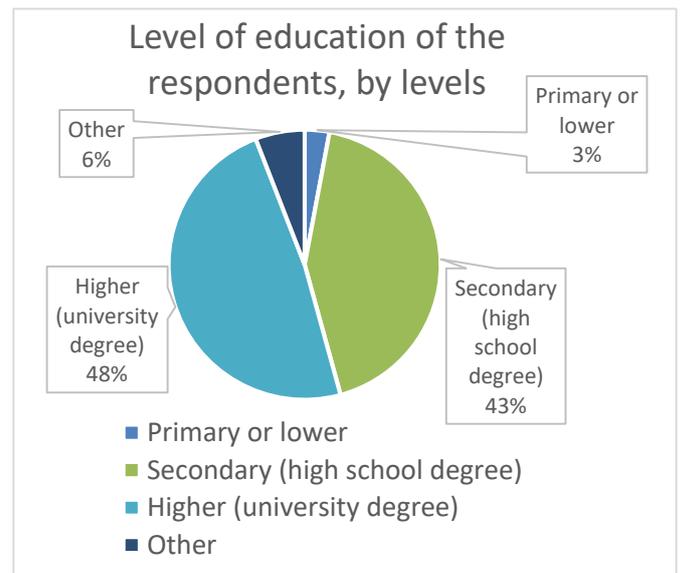
6. Please, indicate your level of education:

- Primary or lower
- Secondary (high school degree)
- Higher (university degree)
- Other: (Please, write down)

The question was aimed at identification of the overall education level of the population living in the rural areas in the partner countries, as a starting point for planning the development of the training course for the Gastro-Guide (in terms of possible minimum education and/or training as an entry requirement for the learners), on the one hand, and on the other hand – as an indicator for the situation in the rural areas in the partner countries. As visible on the common diagram, the majority of the respondents have a secondary or higher education, compared to non-significant share of those who have declared primary or lower education. At first

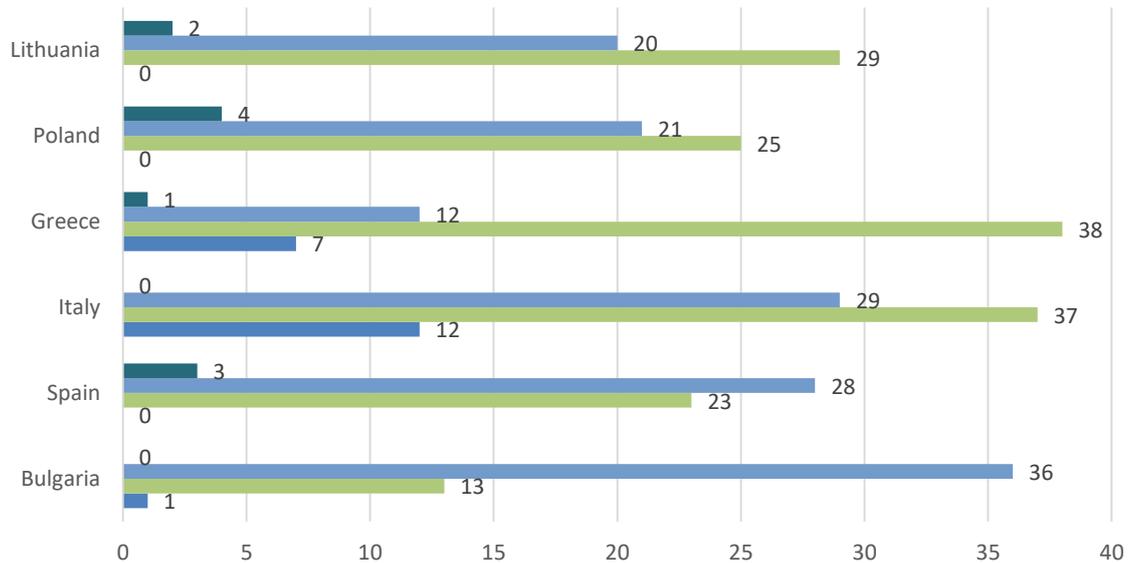
glance, this is confusing if we explore the population living in the rural areas, oftenly associated with lower level of education related to the general welfare and social status of the villagers, the distant areas in which they live and harden access to education (especially higher), etc. Still the results, as mentioned above, are based on the answers received by all the respondents, nearly half of which are not residents of the rural areas, but of urban areas. This partially explains the high average level of education demonstrated by the results. Another hypothesis which is worth exploring is that there is a trend of young well-educated people to go back to village life in search of a healthy and calm lifestyle. In addition, these would be one of the perfect target groups to be engaged in the training for Gastro-Guides, as they appreciate the local heritage, culture and cuisine as treasures and could evaluate their added value from the point of view of a visitor.

The distribution of the answers by countries is presented in the table below:





Level of education of the respondents, by country:



	Bulgaria	Spain	Italy	Greece	Poland	Lithuania
■ Primary or lower	0	3	0	1	4	2
■ Secondary (high school degree)	36	28	29	12	21	20
■ Higher (university degree)	13	23	37	38	25	29
■ Other	1	0	12	7	0	0

The eight question is detailing the previous answer by estimating the area of education of the respondents. It gives an idea of the capacity of the local residents in terms of potential interest in developing own business in a particular sector of the economy based on previous education and/or training in that field. The answer were predefined following the established fields of education and training by ISCED², so it's easier to process and interpret the answers given. Here is how the question was presented:

7. Please, indicate the field of your education and/or training:

- Arts and Humanities
- Social Sciences, Journalism and Information
- Business, Administration and Law
- Information and Communication Technologies
- Natural Sciences, Mathematics and Statistics
- Engineering, Manufacturing and Construction
- Agriculture, Forestry, Fisheries and Veterinary
- Health and Welfare
- Services, including travel, tourism and leisure
- Other: (Please, write down)

² ISCED Fields of Education and Training 2013 (ISCED-F 2013), <http://uis.unesco.org/sites/default/files/documents/isced-fields-of-education-and-training-2013-en.pdf>



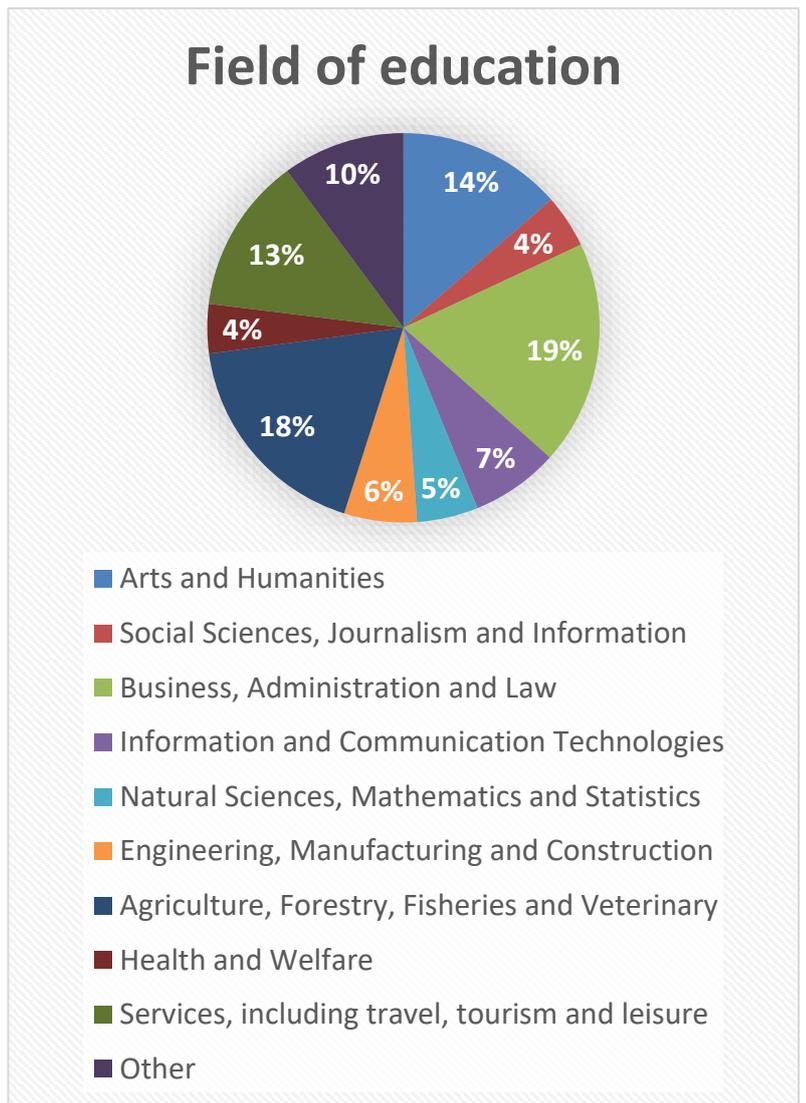
The results received on this question in general (at consortium level) are presented on the diagram on the right. There are a few areas that stand out compared to the others, among which the largest share is for “Business, Administration and Law” (19%), followed by Agriculture, Forestry, Fisheries and Veterinary with 18%. The latter result is very promising in terms of having enough educated people living in the rural areas with knowledge and expertise in managing farms (almost 1/5 of the respondents), which is one of the key prerequisites when it comes to the development of the rural areas, including in food production, managing sustainable economy, providing rural experience to the visitors on the field, etc.

Another significant share that would contribute to the local development in the rural areas and could be also exploited for the purposes of the preparation of the Gastro-Guides under the project is the one of the people having education and/or training in the field of Services, including travel, tourism and leisure (13%). These are the potential direct users of the training course who having the previous experience in the area of tourism would probably benefit the most from the Gastro-Guide’s specialization.

Special efforts in engaging these particular few groups of people should be placed further by the project partners in order to involve them more actively in the project activities.

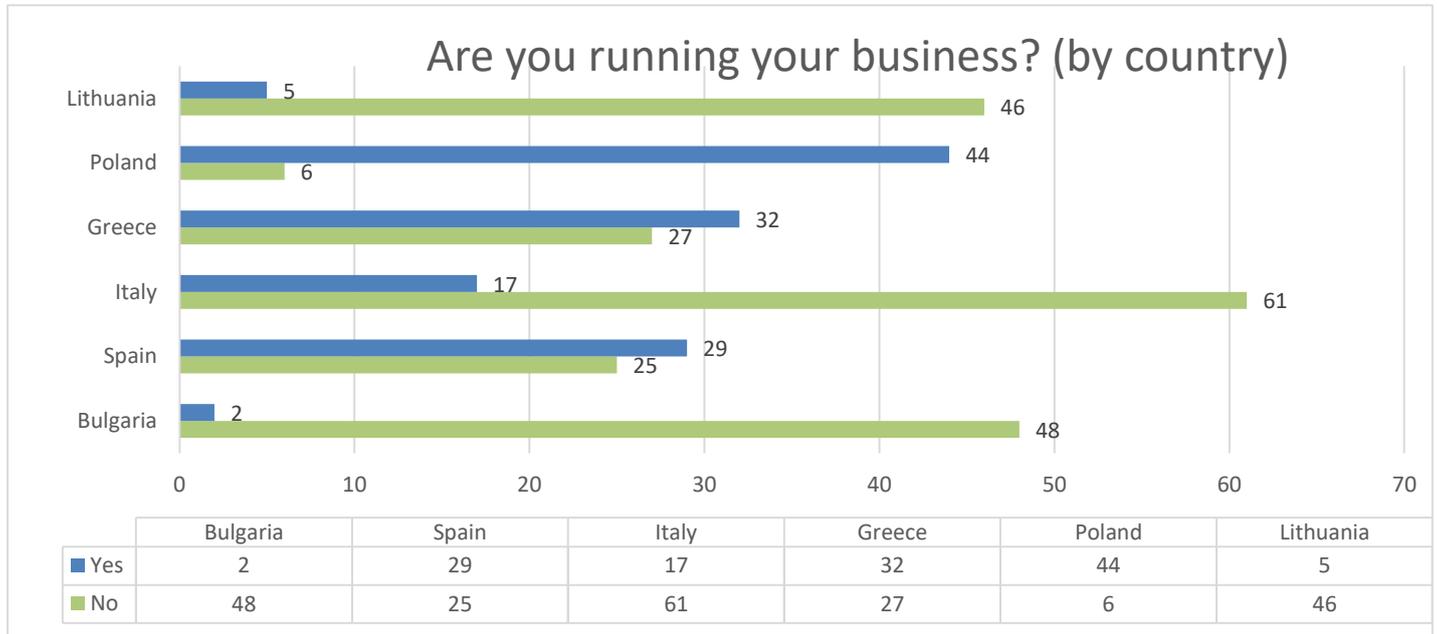
8. The last question in this section was designed to divide the respondents according to their involvement in business activities. The question asked was “**Are you running your business?**” and through choosing one of the given options Yes/No, the respondents were further categorized informally as “Business owners/representatives” and “Residents” (including employees, unemployed people, inactive people on the labor market for other reasons such as maternity leave, etc. - and in general these were the NON-business owners).

This division was important from the point of view of the research on the employment and the potential of the rural areas. Respectively, the next questions were arranged in a way, so the sub-category considers the selected answer of





the last question and having defined the affiliation of the respondents direct them further to the questions that are applicable for the particular target group. Thus, the respondents received different versions of the questions in the next section, so they may answer properly according to their position.



The results received here clearly demonstrate that there is already quite a significant share of the employers / business owners established in the rural areas, addressed by the partnership. The percentage varies across the partner countries, as visible on the diagram above, mainly because of the different approach and contact databases used by the partners when distributing the questionnaires. In addition, the results also may be interpreted as testifying for the level of development of the business infrastructure in the rural areas in the different countries. Thus, for example in Poland the companies operating in rural areas appear to be quite common in terms of managing the business activities by establishing organized ventures, while in Bulgaria this is not the preferable way of operation, usually the management of the companies is laying in the hands of specialized touristic agents (from the cities) and the local residents in the villages – even though they are the ones directly providing the services on site - are not feeling prepared to run their own firm.

As mentioned above, from this point on, the respondents were divided in two groups, tentatively named “Business owners” and “Residents” for the purposes of this analysis.

“Business owners” responses review

First we will review the answers given further from the “Business owners” as people representing the companies/entities operating in the rural areas. In total **129 (out of 342) respondents** identified themselves as **business owners** in the rural areas. The next questions they needed to answer were related to the establishment, scope and type of business they are running. The details received by the answers will support the partnership in having a deeper understanding of the business environment, structure and scope of activities, covered by the companies and small firms operating in the rural areas across the partner countries.

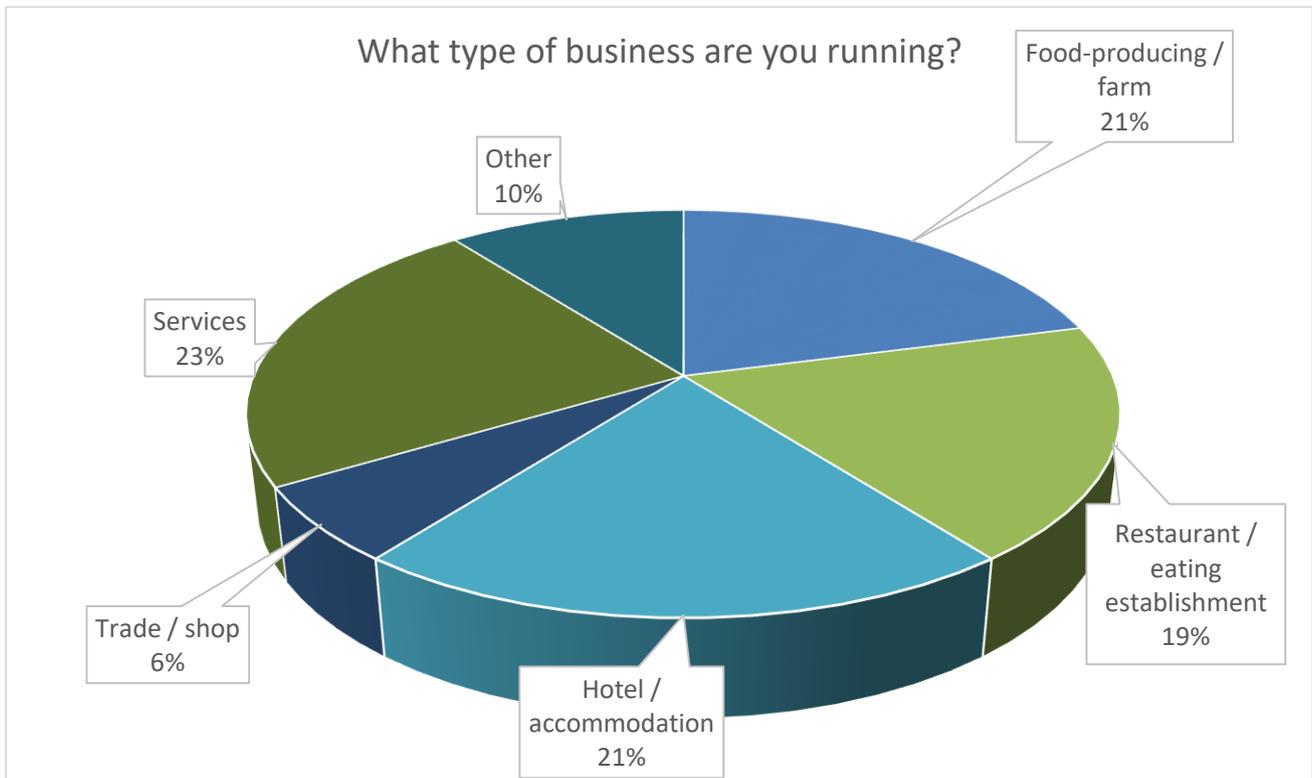
Here are the answers received by all the respondents at consortium level:

9. What type of business are you running?

- Food-producing / farm
- Restaurant / eating establishment



- Hotel / accommodation
- Trade / shop
- Services
- Other: (Please, write down)

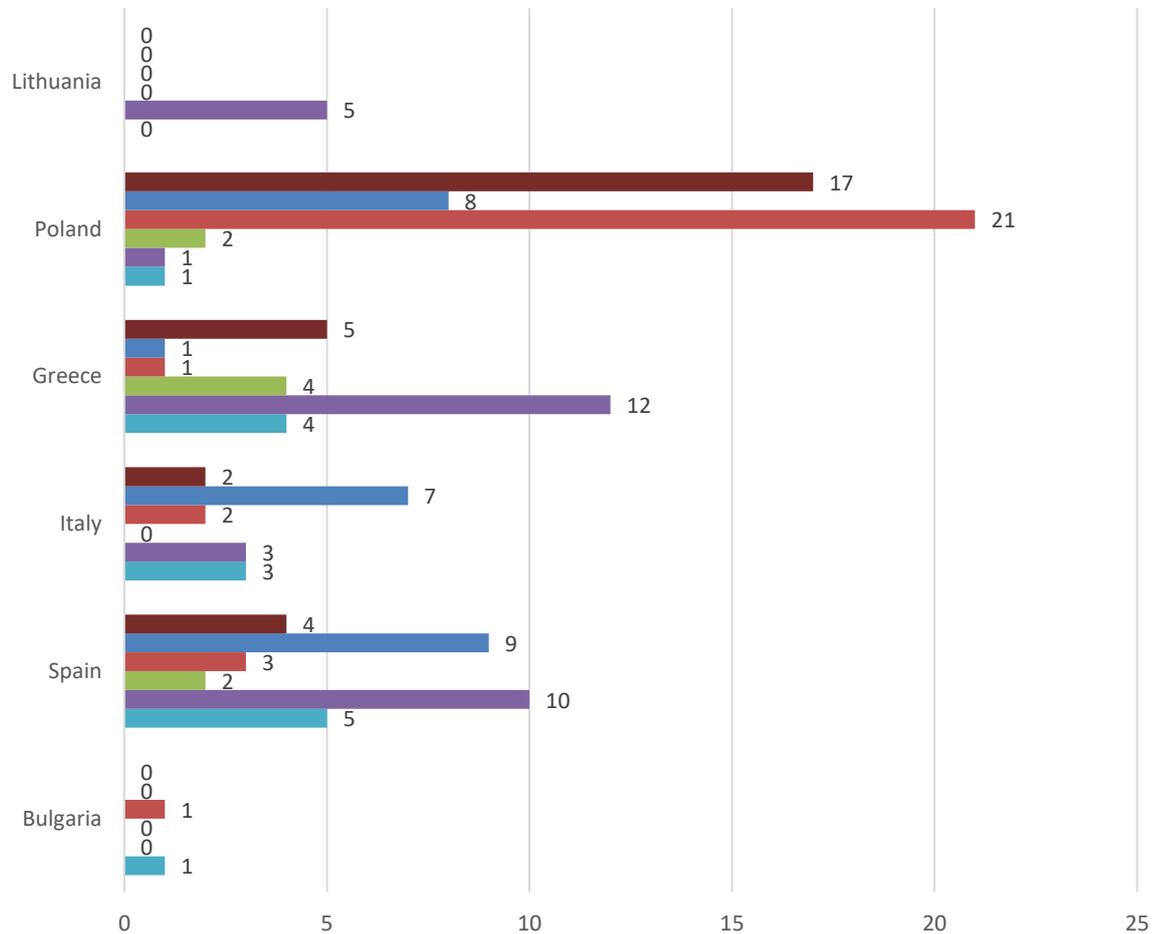


The question was followed by predefined answers that were focused in the areas traditionally linked to the rural areas, and also areas of interest of the project - related to the agri and gastro-tourism. As expected, the majority of the answers fall into these sectors, with significant share of the hotel/accommodation services (21%) and food-producing companies/farms (21%), and also considerable share of the restaurant/catering establishments (19%). From the results we could make the conclusion that there is a well-developed touristic infrastructure in the rural areas with a great potential to provide a full package of attractions and services related to the agro and gastro-tourism. Of course, in some of the traditionally touristic countries popular for the local food, rural landscapes and cultural/heritage attractions - like Italy and Spain – these are way more established and recognizable, while in others like Bulgaria and Lithuania, for example, these kinds of tourism are still under development.

This interesting relation could be observed on the next diagram showing the correlation between the numbers across the different project countries.



What type of business are you running?

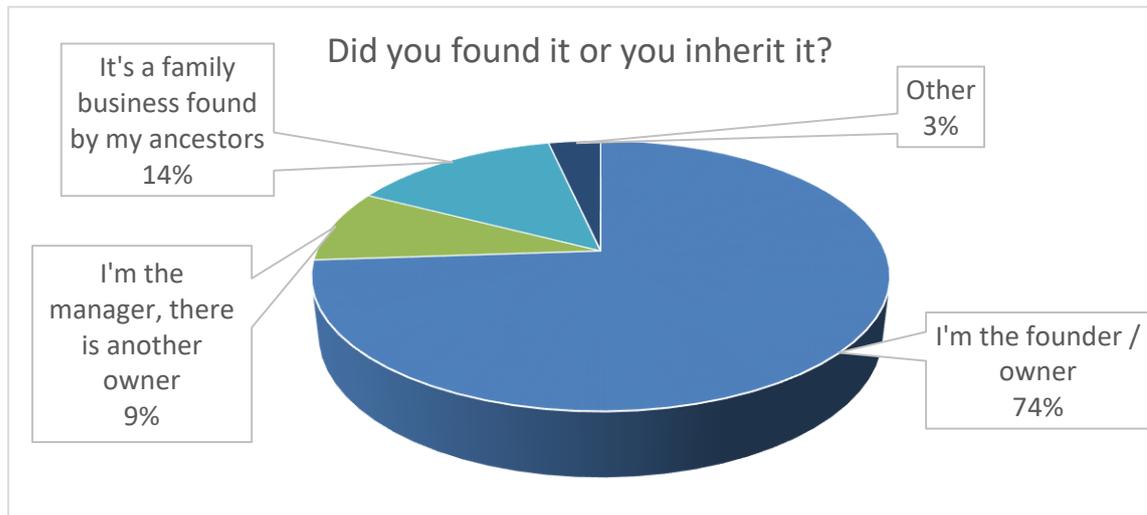


	Bulgaria	Spain	Italy	Greece	Poland	Lithuania
Food-producing / farm	0	4	2	5	17	0
Restaurant / eating establishment	0	9	7	1	8	0
Hotel / accommodation	1	3	2	1	21	0
Trade / shop	0	2	0	4	2	0
Services	0	10	3	12	1	5
Other	1	5	3	4	1	0

The next 3 questions addressing the business's representatives answering the questionnaire were linked to the sustainability of the business. Respectively, they were asked to point out the founder of the business venture, the period of operation on the market as well as the number of employees engaged in the company. Here we list the questions, and summary of the results obtained:

10. Did you found it (the business you are running) or you inherit it?

- I'm the founder / owner
- I'm the manager, there is another owner
- It's a family business found by my ancestors
- Other: (Please, write down)



The results here give a picture of the entrepreneurial attitude of the respondents, almost $\frac{3}{4}$ of all of them being founders of their companies. It's quite a promising situation, having this population active and engaged in development of their own ventures. Adding the 14% of heirs to a family business in the rural areas, complete the share of nearly 90% of the business representatives motivated to contribute to the local development in their area, that would be beneficial for their income and welfare, too. The number of people marked as managers or running business of another person is relatively low (9%) drawing the conclusion that the management of the companies established in the rural areas is entrusted usually within the family of the founders/owners.

Regarding the next two questions: **11. "For how long are you running this business?"** and **12. "How many employees are currently work in the business?"** the answers were quite variable across the different countries with almost 100 persons answering (out of 129 business owners) and are detailed further in the country reports where conclusions were made by the respective partners.

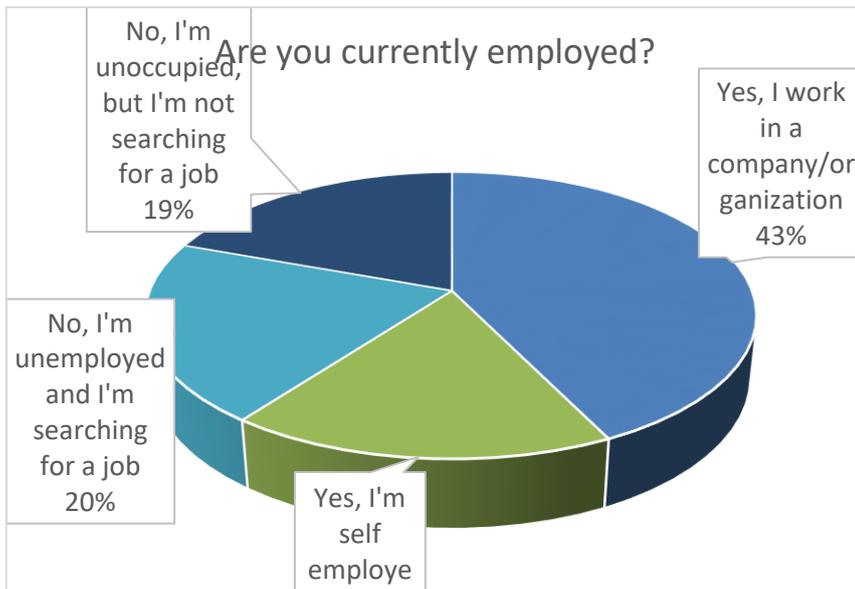
"Residents" responses review

As mentioned above, the second large group of respondents was indicated as "Residents" having the meaning of the people not identifying themselves as Business owners. The total number of respondents marked this option ("No") in question no.8 is **129** (out of 342 respondents). These people are supposed to represent together the groups of employees, unemployed people and inactive on the labor market persons (students, seniors, etc.).

With the next question no.13 these respondents were further categorized as follow:

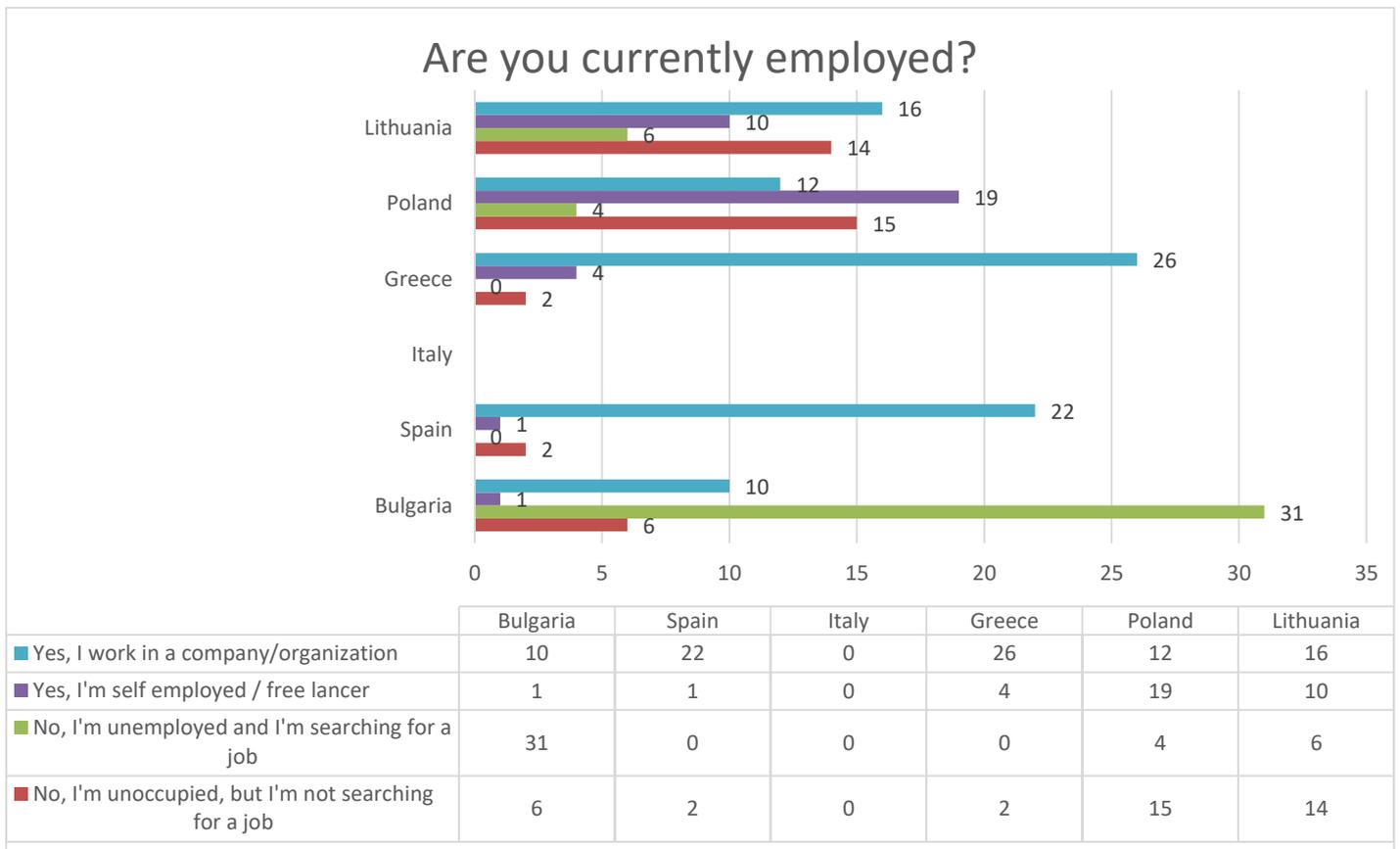
13. Are you currently employed?

- Yes, I work in a company/organization
- Yes, I'm self employed / freelancer
- No, I'm unemployed and I'm searching for a job
- No, I'm unoccupied, but I'm not searching for a job



The diagram above then presents the answers received on question no.13, giving the picture of 61% active on the labour market respondents, 20% unemployed searching for a job and 19% inactive residents. The results are presented at consortium level and reflect the total number of answers for all partner countries.

Another interesting statistic is presented in the next diagram, already reviewing the answers by countries, where it's visible the share of the different sub-categories across the partner states:



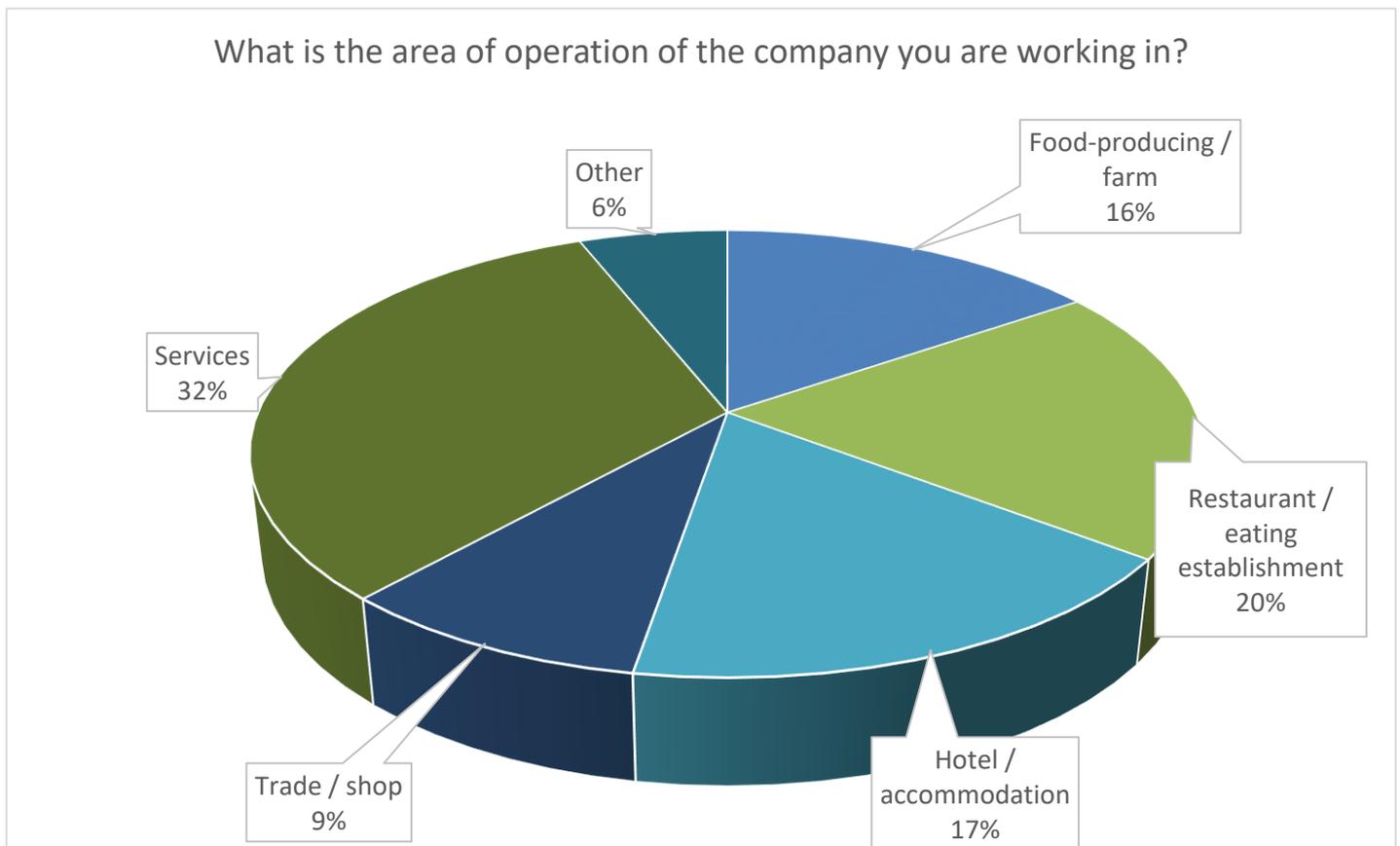


The conclusions that could be made here define Greece and Spain as countries, where the local population in the rural areas is engaged on the labour market within their place of living, while Poland is highlighted as majority of the residents being self-employed, Lithuania demonstrating balanced distribution of the respondents within the pre-defined groups of residents, and finally Bulgaria where the dominant group is the one of the unemployed people. For Italy no data was obtained in this question.

Further, the respondents who marked that they are employed were also asked to choose the area of operation of the company they work in, so a profiling of the audience is made. Here are presented the answers received by a total of **121 persons** who answered this question.

14. What is the area of operation of the company you are working in?

- Food-producing / farm
- Restaurant / eating establishment
- Hotel / accommodation
- Trade / shop
- Services
- Other: (Please, write down)



In general, at consortium level the distribution of the answers given by the employees in the rural areas regarding the areas in which the company they work for is engaged are very similar to the results received from the business owners regarding the sector they operate in. Here again Hotel/accommodation and restaurant/eating establishments have a significant share, while the services overtake more than 30% on the account of the lower representation of the food-producing / farms. The latter is not unexpected, since the agricultural producing is mostly implemented in family



farms, where not so many employees are engaged in addition to the family members, while in services often the tasks like selling, marketing, hosting, etc. are assigned to hired staff. Trade is also represented as a sector accounting for 9% of the employment in the rural areas in the partner countries. Industry, education, social and administrative systems are among the others mentioned areas in which only 6% of the respondents are engaged.

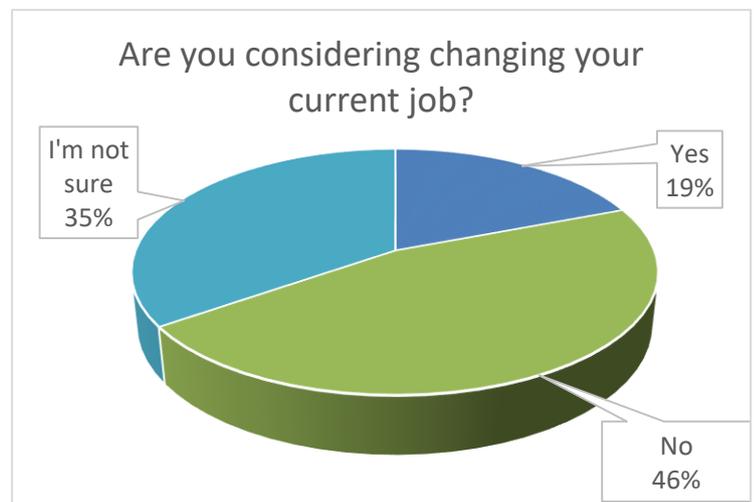
Details regarding further distribution of the responses in each country, as well as regarding the conclusions following the questions to the employees regarding their current occupation and position (*questions no.15, 16 and 17*) are available in the respective reports by country below.

For the purposes of this report it is interesting to mention also the question related to the intentions of the respondents, considered employees, who were asked to state if they are considering changing their current job. The reason behind this question was to establish the level of satisfaction of the employees in the rural areas of their current occupation and work conditions, on the one hand, and to identify those who would like to change their current status – as potential interested stakeholders to be engaged in the Gastro-Guide’s training and project in general – on the other hand. Thus, the next question illustrates the answers received:

18. Are you considering changing your current job?

- Yes
- No
- I’m not sure

Out of the 115 people answered that question, 22 are actually “not happy” (marked “Yes”) with their current position and another 40 are not oriented/sure of their intentions. The numbers respectively vary by countries and are further analyzed and taken into account by the partners in their country reports.



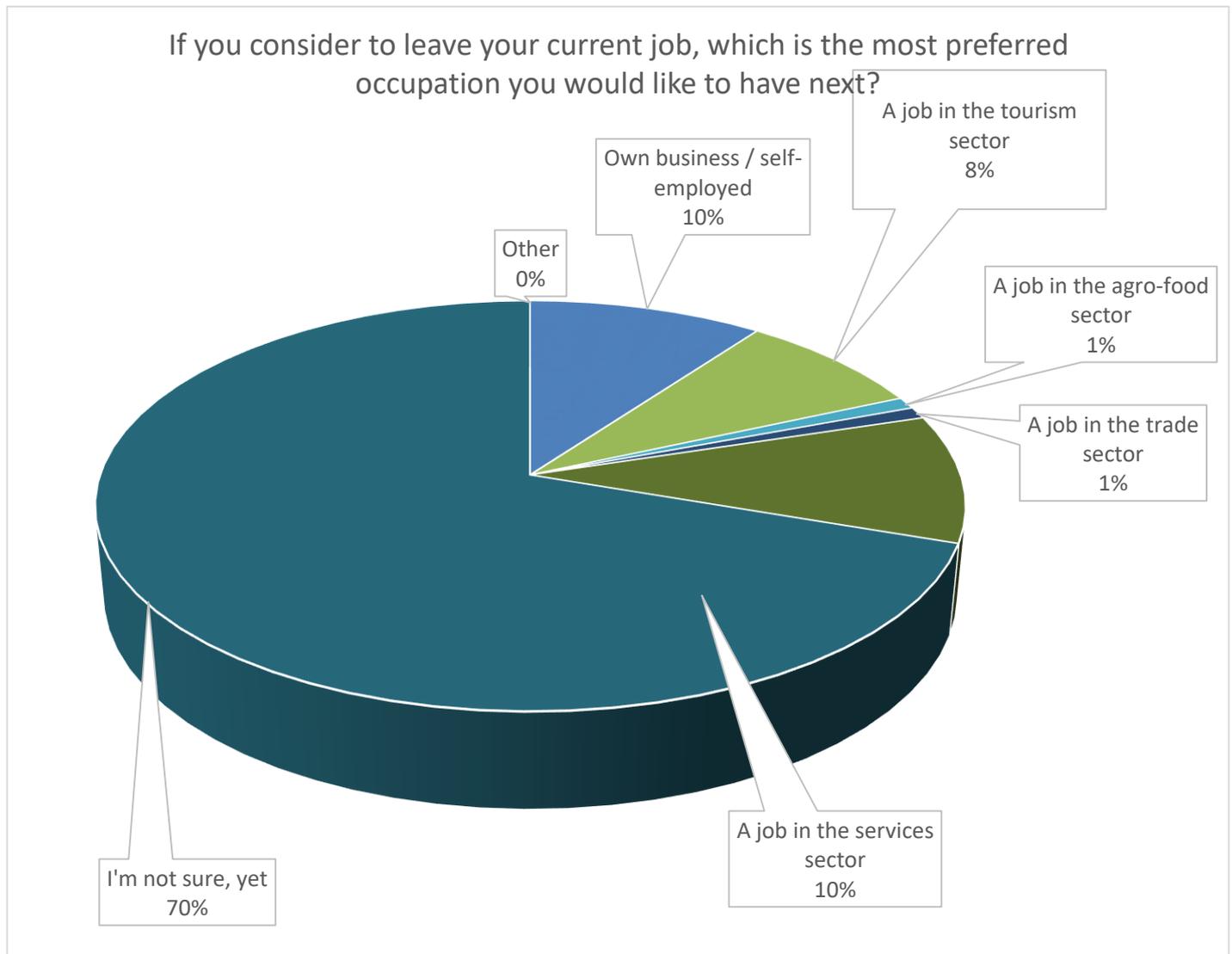
A very useful information was provided by the respondents through their answers to the next question:

19. If you consider to leave your current job, which is the most preferred occupation you would like to have next?

- Own business / self-employed
- A job in the tourism sector
- A job in the agro-food sector
- A job in the trade sector
- A job in the services sector
- I'm not sure, yet
- Other: (Please, write down)



As visible from the summary of the answers, 70% of the 109 persons who answered this question are “not sure, yet” which leaves room for addressing them as potential participants in the Gastro-Guide activities and training in particular. From those, who are oriented what would they do/work next, the most preferred occupations are own business/ self-employed and job in the service sector (marking for 10%), followed by job in the tourism sector (8%), which comes to confirm the potential of the rural areas as a domain for establishing agro or gastro-tourism business.



Gastro-Guide's profile

The next main section of the questionnaire had the aim of researching the opinion of the respondents regarding the key training needs and skills that the Gastro-Guides need to acquire in order to be successful in their work. For this, the respondents were first introduced to the role of the Gastro-Guides as professionals. Knowing that the Gastro-Guides will be the professionals who are expected to:

- Support the local people in the rural areas in the establishment and running of their small businesses towards improving their well-being and the development of the local community

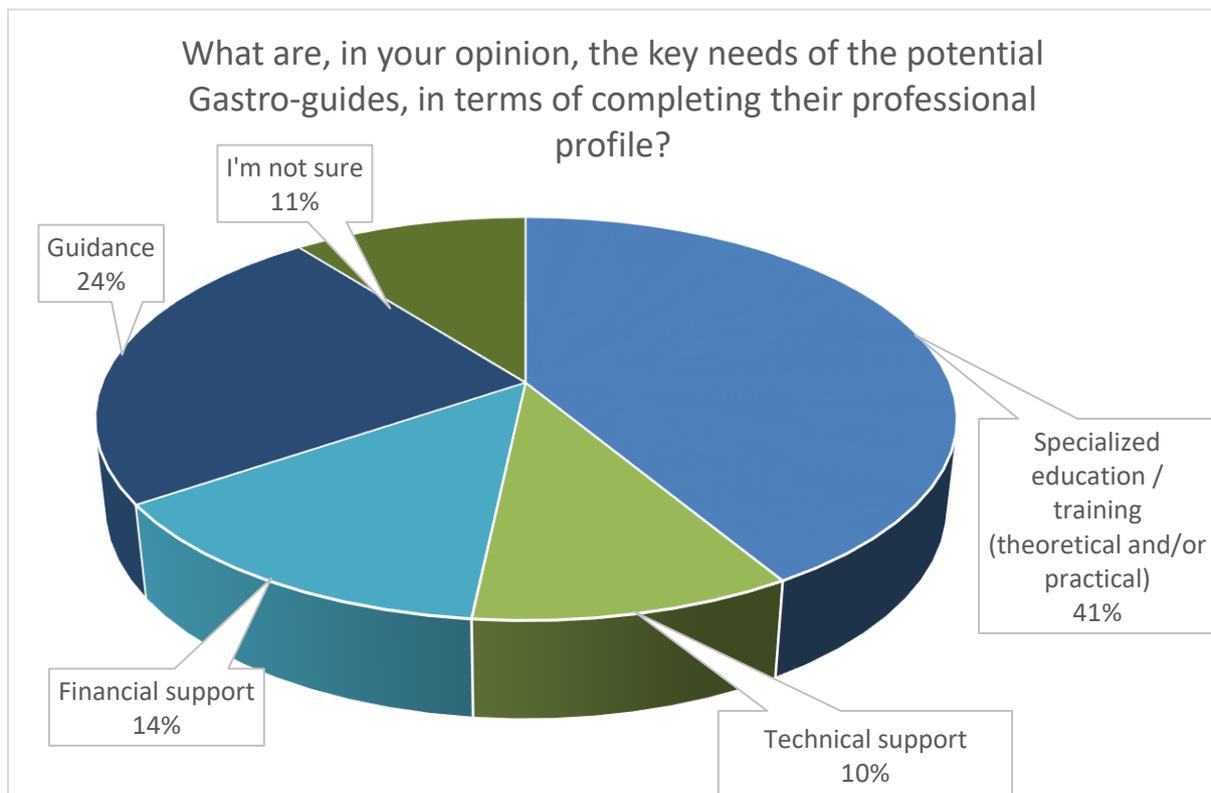


- Promote the region and raising its attractiveness by providing information of its unique features and local culture and heritage, please, answer the next group of questions considering the profile of the Gastro-Guide:

The respondents were asked to help the project team to shape the profile of the Gastro-Guide by answering the following questions:

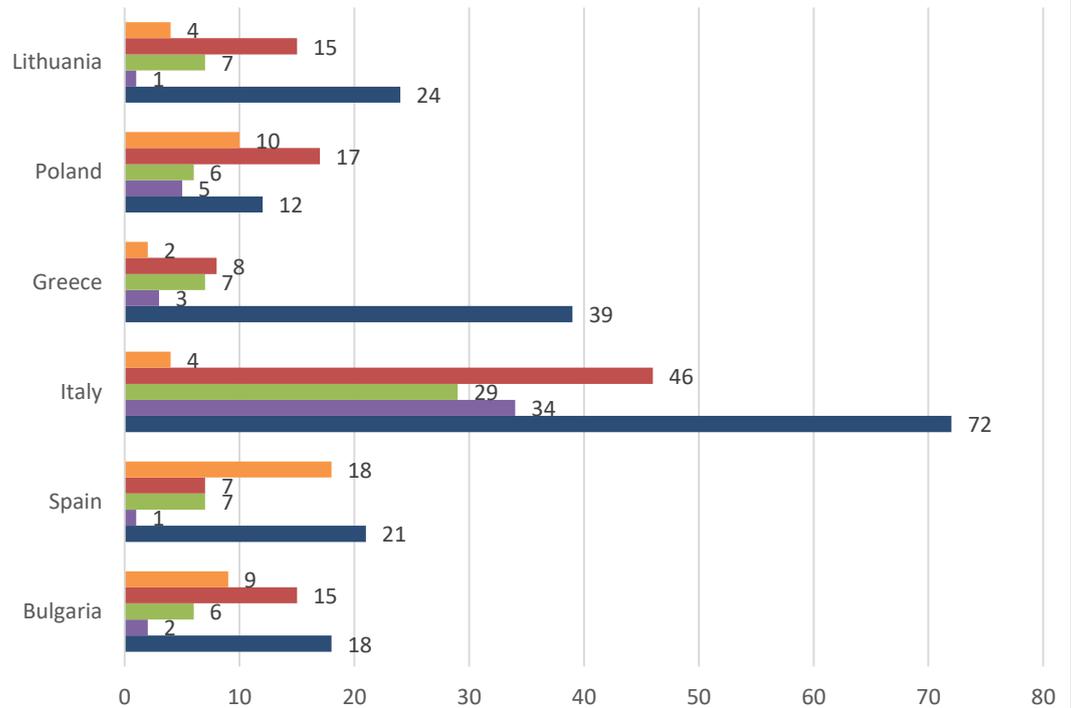
20. What are, in your opinion, the key needs of the potential Gastro-Guides, in terms of completing their professional profile?

- Specialized education / training (theoretical and/or practical)
- Technical support
- Financial support
- Guidance
- I'm not sure
- Other: (Please, write down)





Key needs of the potential Gastro-guides – by countries



	Bulgaria	Spain	Italy	Greece	Poland	Lithuania
I'm not sure	9	18	4	2	10	4
Guidance	15	7	46	8	17	15
Financial support	6	7	29	7	6	7
Technical support	2	1	34	3	5	1
Specialized education / training (theoretical and/or practical)	18	21	72	39	12	24

The diagrams above illustrate the answers collected at consortium level, which comes to confirm the role of the Gastro-Guide project planning to deliver the specialized training course for the preparation of the Gastro-Guides (41% of the responses are placed on additional needed theoretical and/or practical education/training) as well as the need of guidance for the future professionals (marked by 24%), that will be ensured through the project interactive web platform and Rural Educational Area (REA).

Another key aspect of the Gastro-Guide's profile that was researched through the survey were the expectations and attitudes of the respondents towards the key competences of the Gastro-Guide. The next question was presented to the audience as a grid in which the respondents were asked to mark the level of importance of each of the pre-defined competences (based on the preliminary research of the partners within the desk research of the situation in the partner countries) and thus to state their opinion of what should the Gastro-Guide know/be able to do.



21. What are, in your opinion, the most important competences for the Gastro-Guides to be able to successfully implement their role?

(Please, mark your choice in the table where **1 = not important** and **5 = very important**.)

Gastro-Guides' competences importance	1	2	3	4	5
<i>Good planning and organization skills</i>					
<i>Good presentation and communication skills</i>					
<i>Excellent interpersonal skills</i>					
<i>Teaching / coaching competences</i>					
<i>Interest in history, culture, gastronomy and knowledge in general</i>					
<i>Knowledge of the SME management</i>					
<i>Knowledge of the history of the region</i>					
<i>Knowledge of the gastronomic tradition of the region</i>					
<i>Knowledge about tourism</i>					
<i>Knowledge about sustainability</i>					
<i>Knowledge of languages</i>					
<i>Self-motivation and enthusiasm</i>					
<i>Clear diction and good descriptive skills</i>					
<i>Willingness to learn</i>					
<i>A good memory</i>					
<i>Flexibility</i>					

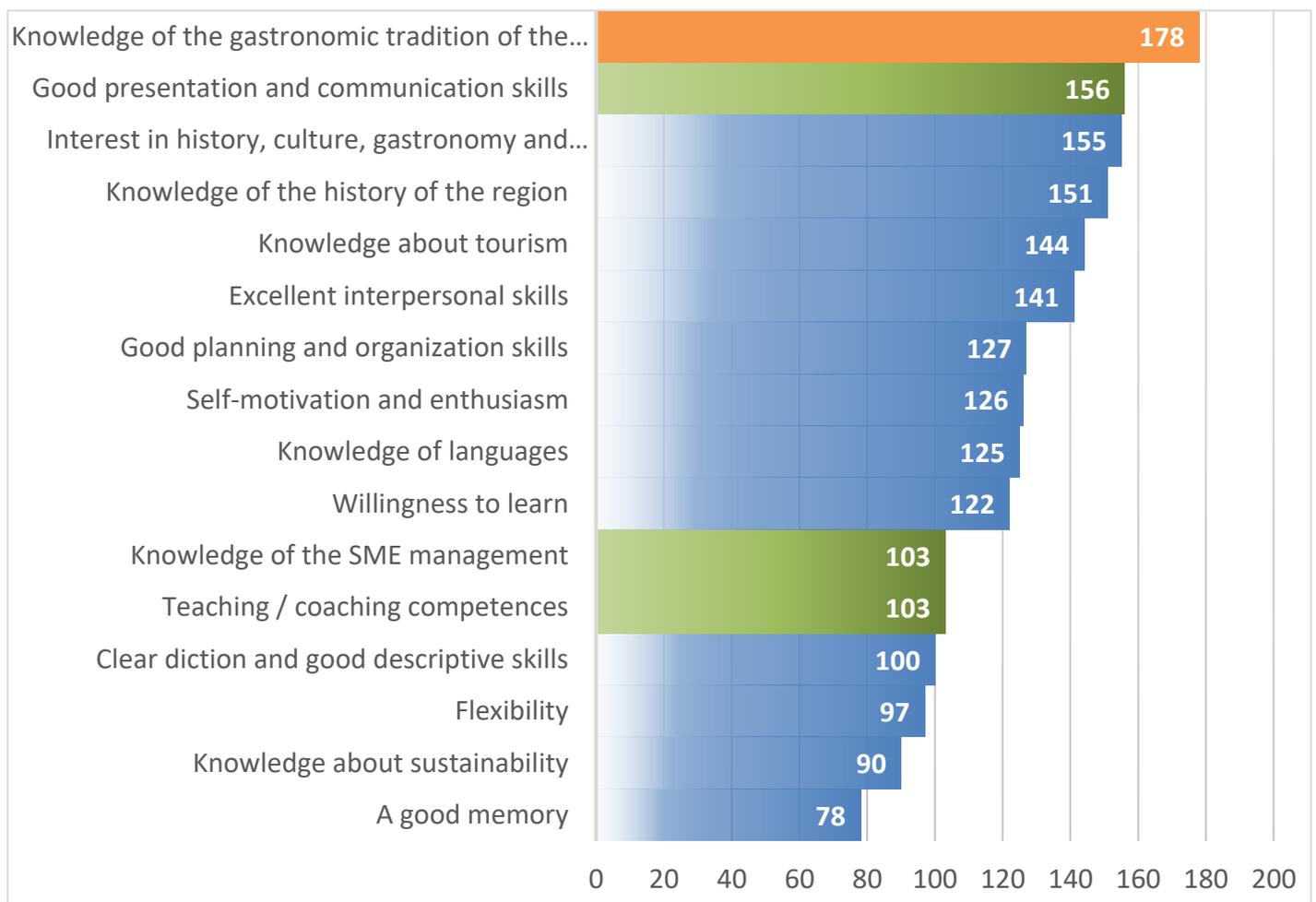
Very interesting results were obtained here, presented below as a table of the number of answers received for each of the listed suggested competences, as well as with a graphic presentation of the most preferred options:

1=not important and 5=very important	1	2	3	4	5
Good planning and organization skills	8	14	79	79	128
Good presentation and communication skills	5	14	68	97	156
Excellent interpersonal skills	5	12	86	93	142
Teaching / coaching competences	9	18	92	92	104
Interest in history, culture, gastronomy and knowledge in general	5	16	74	74	157
Knowledge of the SME management	6	20	113	87	103
Knowledge of the history of the region	2	18	80	77	151



Knowledge of the gastronomic tradition of the region	4	14	66	66	188
Knowledge about tourism	3	17	88	90	137
Knowledge about sustainability	4	18	99	93	87
Knowledge of languages	6	19	89	103	126
Self-motivation and enthusiasm	5	13	94	85	148
Clear diction and good descriptive skills	5	25	86	97	99
Willingness to learn	5	20	81	76	126
A good memory	8	35	105	82	75
Flexibility	7	28	92	77	101
Other* (the answers given by the respondents are not listed here, but are shared in the country reports of the respective partners)					

The rows marked in green in the table above are the most outstanding answers given by the respondents, all of them exceeding 150 votes for “very important” competence. In general, these correspond to the expectations of the project team and the partners will focus further on the highlighted competences while developing the curriculum and the training course, thus answering best the needs and expectations of the target group here again below presented arranged by importance:





Gastro-Guide Training Course

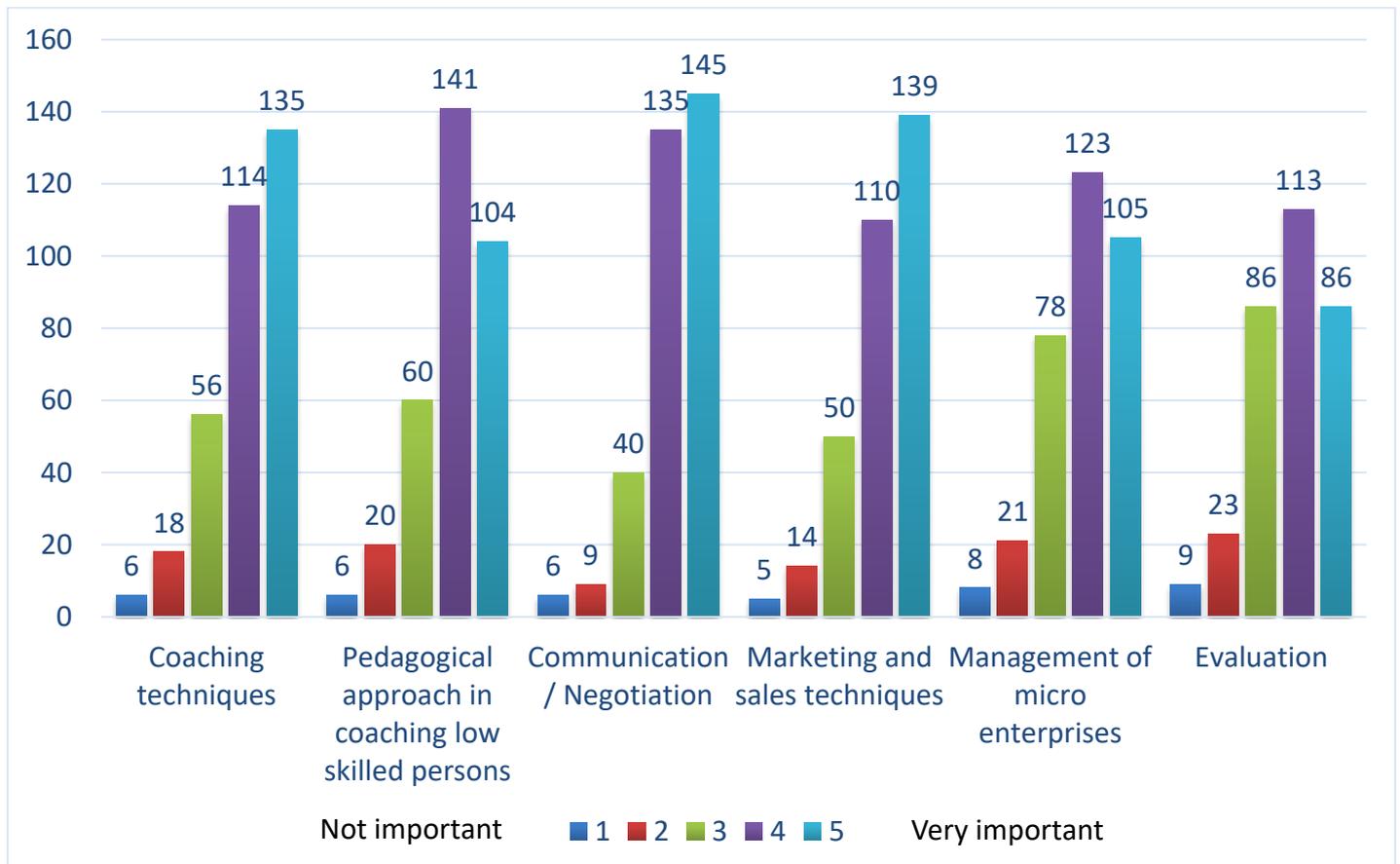
The next section from the questionnaire was aimed at fine-tuning the contents of the Gastro-Guide training course to be developed. The consortium presented the structure of the course as it was estimated in the project application form and researched the opinion of the potential stakeholders of the feasibility and usefulness of the suggested training modules. The respondents were again asked to evaluate the importance of a pre-defined estimated training modules to be included in the syllabus:

22. Please, rate the training modules listed below by their importance and usefulness for the preparation of the future Gastro-Guides?

(Please, mark your choice in the table where 1 = not important and 5 = very important.)

1. Coaching techniques
2. Pedagogical approach in coaching low skilled persons
3. Communication / Negotiation
4. Marketing and sales techniques
5. Management of micro enterprises
6. Evaluation

Here is a graphical presentation of the results, where the light blue colored columns represent the most important topics according to the respondents:





Further, within **question no.23** the respondents were invited to share any **other training modules** that they think would be useful for the Gastro-Guides' preparation. Here 95 answers (out of 342 questionnaires) were obtained, listed in detail in the country reports.

Other suggested useful training modules according to the respondents

- Knowledge of regional food and products (26%)
- History and heritage of the region (20%)
- Languages (17%)
- Digital competences (11%)
- Financial knowledge (9%)
- Business communications (7%)
- Local product advertising and promotion tools, digital and social media usage as promotional tool
- Ecological cuisine/eco local products, Environmental knowledge
- Legal issues in agritourism, business start-up and entrepreneurship
- Customer service and service management, customer relations and behavior
- Innovations, creativity, project management, problem solving, storytelling, etc.

In addition, the respondents were asked to share their **knowledge of other existing training schemes** (for basic or extended competences) that could be beneficial for the Gastro-Guides' preparation. In this **question no. 24** in total 40 positive answers were obtained and 22 particular suggestions for good examples in terms of existing courses or programmes were mentioned. Here below is presented a summary of the responses drafted by the respondents:

Wine tourism courses provided by DOs in Aragorn (ES)	Superior Technician in Guide (ES)	Information and Tourist Assistance (ES)	Superior Technician of Tourist Information and Marketing (ES)	Jola Vocational School Training Program: „Culinary Art“ (LT)
InnoDairyEdu (EL)	Knowledge of cooking and pastry oenology (EL)	Seminars in cooperatives to producers (EL)	National school program for the gastro tourism development (EL)	IFOA Course (IT)
University of Gastronomic Sciences, Master of Gastronomy, Food History Courses (IT)	GAE Environmental Hiking Guide (IT)	IFTS courses in food and wine (IT)	ITS TECH&FOOD COURSES (IT)	Agritourism specialist course (PL)
Agritourism - entrepreneurship in rural areas (PL)	RUNNING AGRITOURISM BUSINESS (PL)	Joint VET qualification for Chef in CULINART project (BG)	National educational standard and VET courses for Tourist Guide (BG)	



Based on the key findings and general conclusion from this section of the research questionnaires, the partners elaborated further the contents of the training course and jointly modified the pre-defined training modules so they answer better to the expectations and needs of the potential users of the Gastro-Guide course as follows:

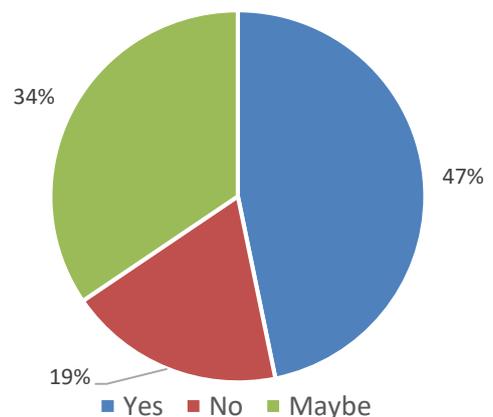
Pre-defined estimated training modules in the application form:	Training modules to be developed following the findings and conclusions from the research and survey:
Coaching techniques	Fundamentals of Tourism and Hospitality
Pedagogical approach in coaching low skilled persons	Cultural awareness
Communication - Negotiation	Entrepreneurship in agro & gastro tourism
Marketing and sales techniques	Presentation and communication skills
Management of micro enterprises	Coaching, mentoring techniques
Evaluation	* Evaluation will be incorporated in each training module

Potential Gastro-Guides

This section was addressing directly the persons interested in the Gastro-Guide training, while all the respondents were first asked if they are interested to be involved in the course.

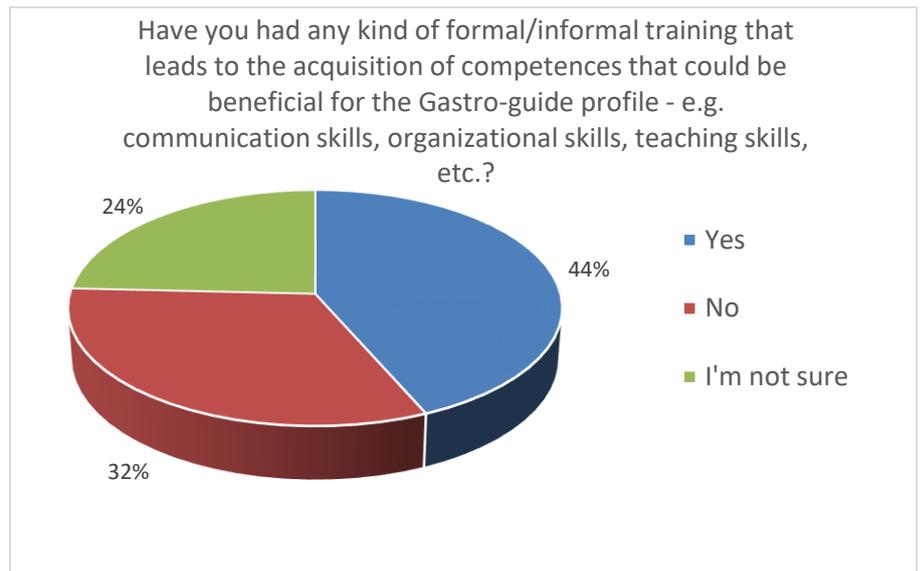
Having 47% of the respondents (160 persons) willing to take part in the training, and 35% still deciding (118 persons), the partnership considered these representatives a direct target group to which the possibility to take advantage of the course should be closely communicated.

26. Are you interested in being involved in a training for a Gastro-Guide?



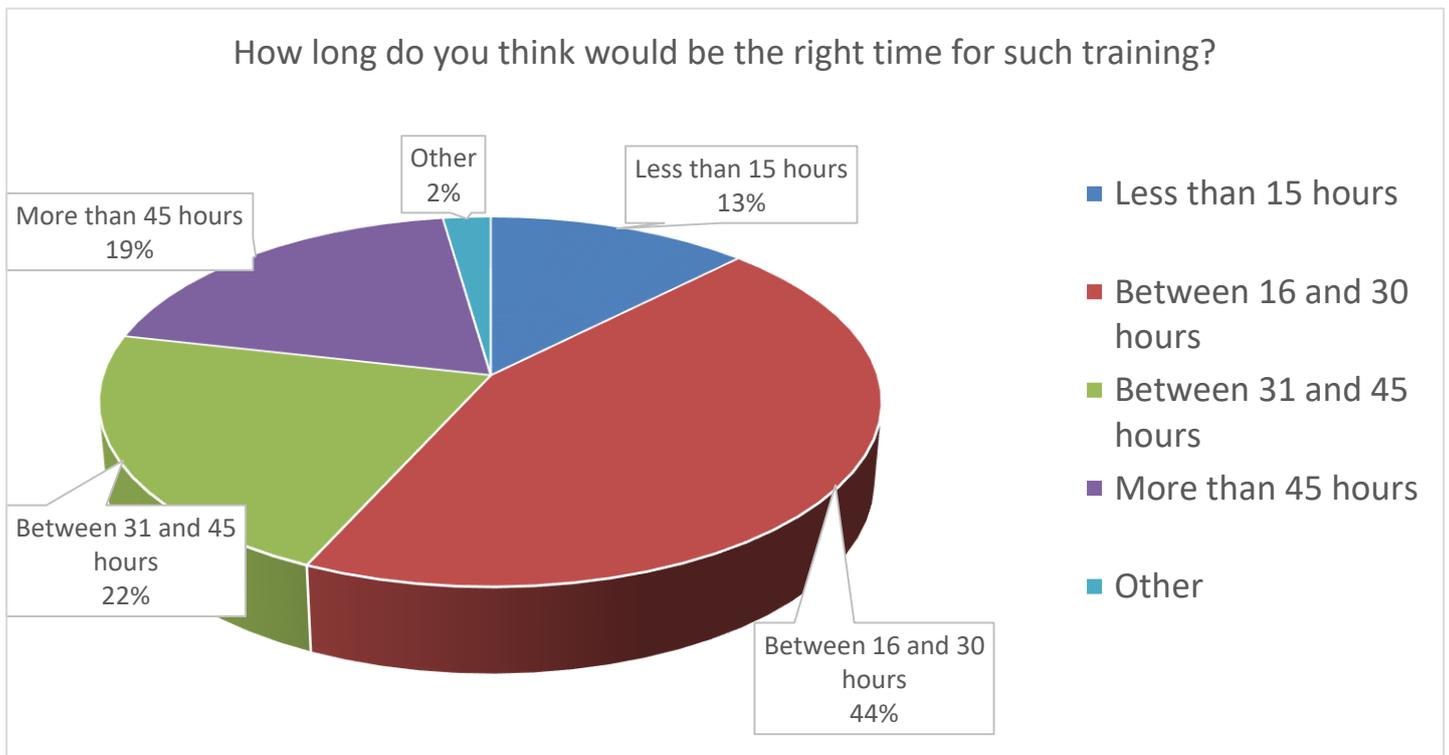


The group was profiled further by (*question no. 27*) researching their *previous knowledge and/or experience* that could be beneficial for the Gastro-Guide profile were 44% of the respondents declared they are prepared by having any kind of formal/informal training that leads to the acquisition of competences potentially beneficial for the Gastro-Guide profile - e.g. communication skills, organizational skills, teaching skills, etc., and another 24% were not sure, while 32% declared no previous experience and/or training in this regard.



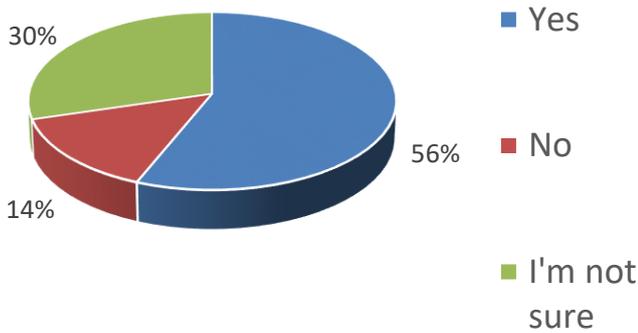
Next questions were designed in a way so they research the expectations and attitude of the potential learners within the Gastro-Guide course towards the course duration/workload, ways of delivery that are most suitable for the learners, etc. In general, the answers given in this section helped the partnership in designing the curriculum and teaching/learning methodologies for the course delivery. Here are the results from this group of questions with their graphic presentation:

28. Preferred duration of the training:

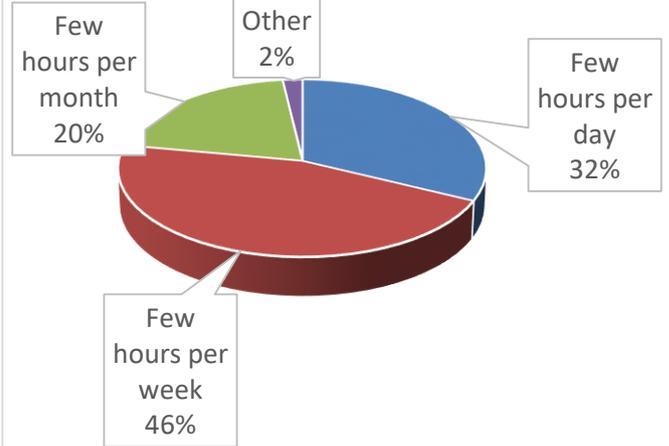




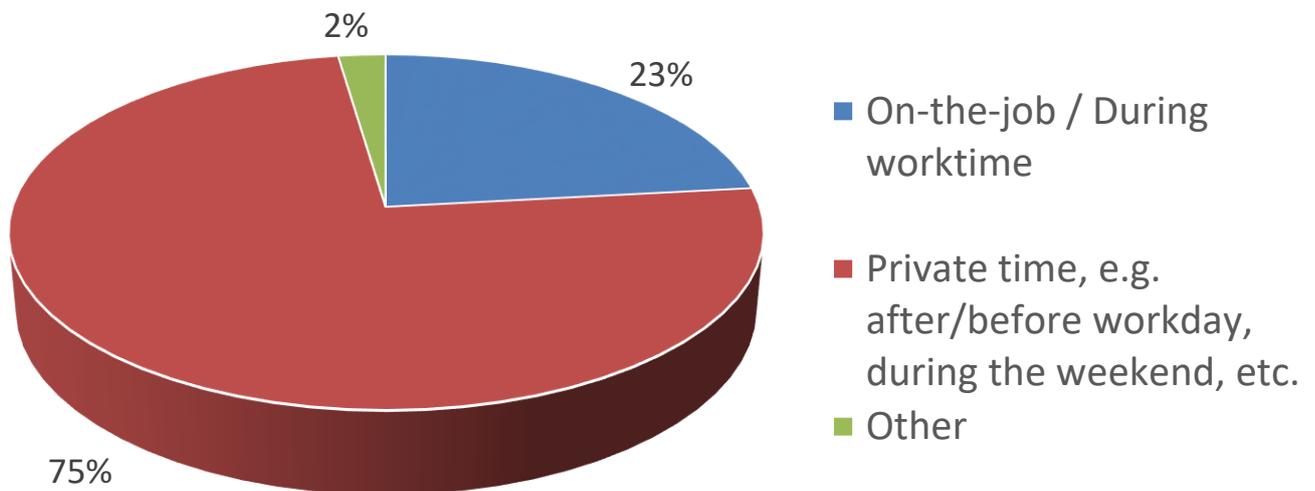
29. Is the time you have at your disposal enough to participate in a training course for a Gastro-Guide of 30 training hours?



30. How much time are you willing (and able) to dedicate to such training?



31. In which setting will you be able to use the GASTRO-GUIDE training materials (online-based) most effectively?



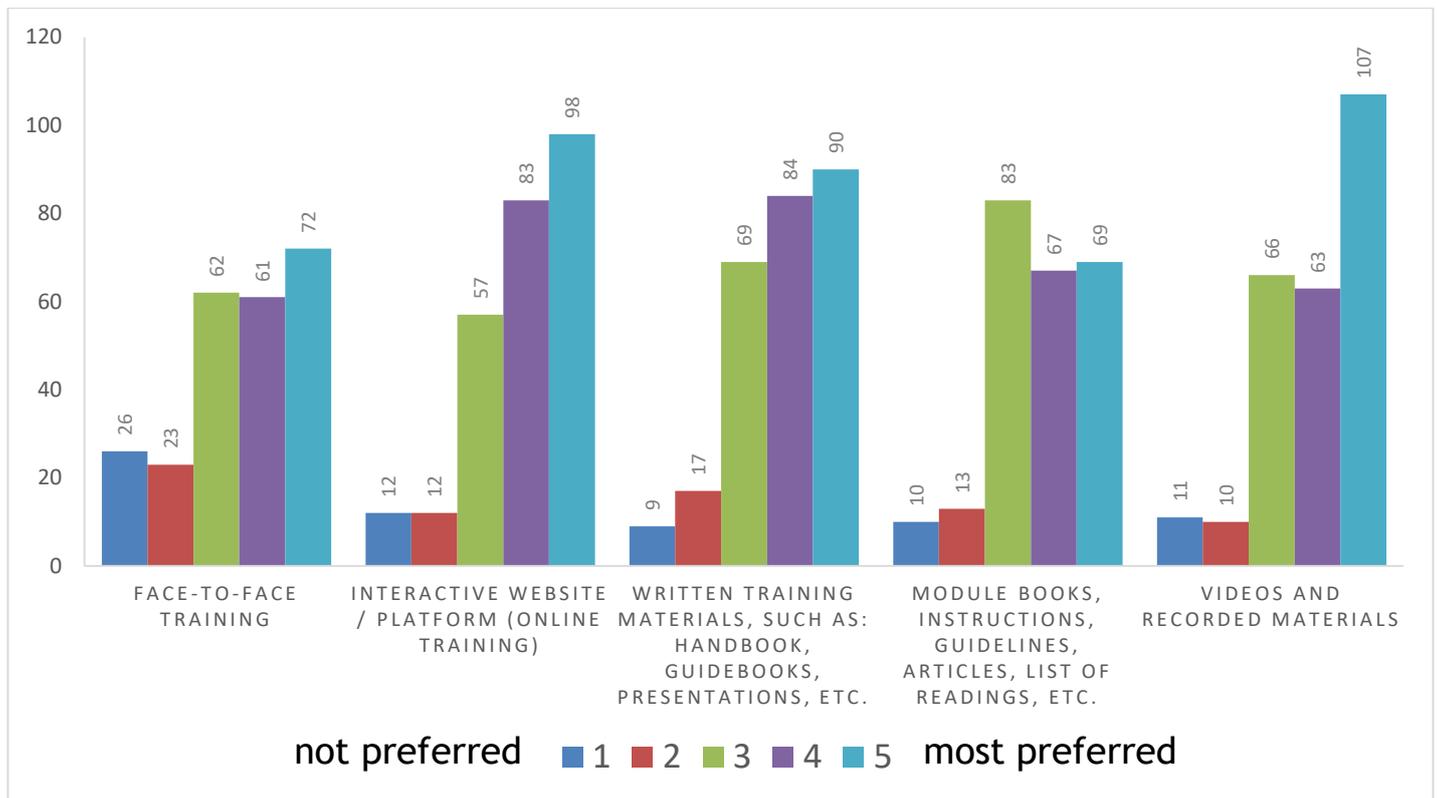
General conclusions from this part of the survey that could be made are focused on the flexible way of presenting and delivery of the Gastro-Guide training, considering the availability of the learners. In particular, the selected by the consortium duration/workload for the course of 30 learning hours is proven to be feasible, especially when combined with modest pace of learning within the learners' private time. It seems on the job training is not considered as preferable option by the potential learners in the course, who are most willing to dedicate to the training a few hours per week.



The next question was aimed at estimating the delivery modes that are most preferred by the respondents. The results here clearly demonstrate that some innovative approaches, such as using video materials for presenting the training contents, are quite popular, compared to the traditional lectures and reading books.

32. How would you like to receive information/training on these topics?

(Please, rate the suggested types of training materials, where 1 = not preferred and 5 = most preferred)



The results will be taken into account when designing the curriculum and training materials by the project partners, and it's a very good starting point that the video-presentations of the Gastro-Guides are already foreseen in the project as a virtual library of resources to guide the future professionals.

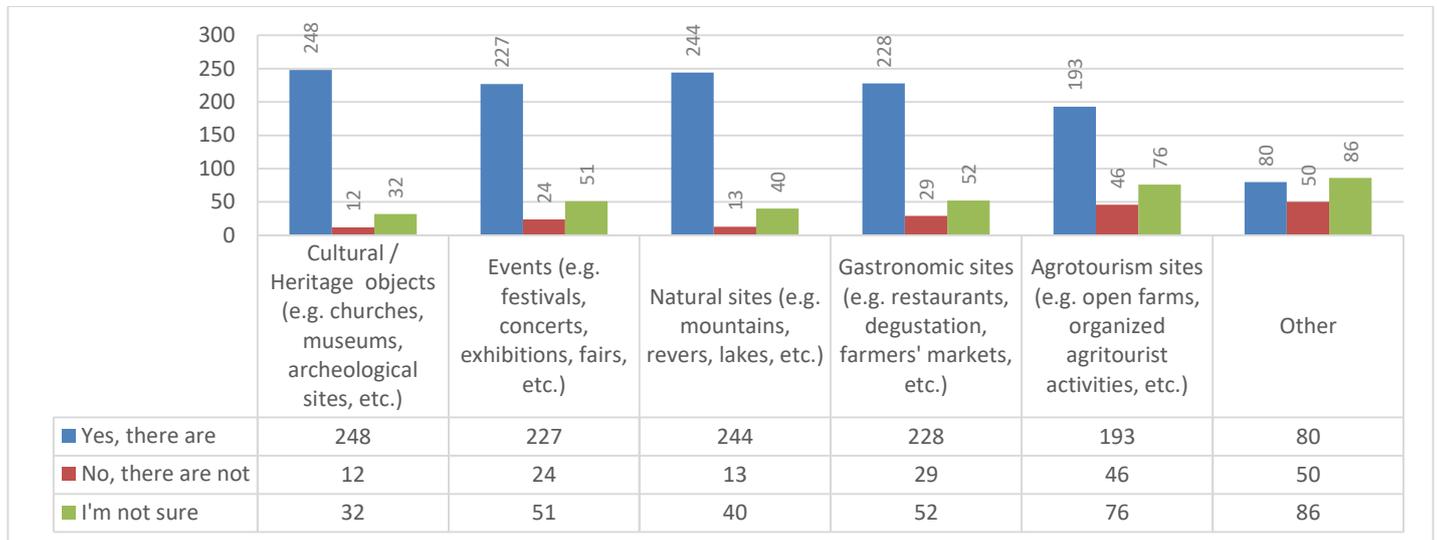
Local Knowledge and Potential

The last part of the survey was aimed at researching the potential of the rural areas in the partner countries to actually provide resources and capacity for the development of agro and gastro-tourism and being a field of work for the Gastro-Guides. Another aspect that was sought here was to understand the way of transferring the local knowledge across the region and across the generations and investigate the preparedness of the respondents to identify and evaluate particular sites/attractions that have potential to be transformed (with the support from the Gastro-Guides) into local treasures to be presented and promoted out in the world.

Here below we present the main results and findings considering the awareness of the respondents regarding existing interesting attractions that could be visited in their region/village:



33. Are you aware of any interesting attractions that could be visited or explored in your village? Please, mark your answers in the table:

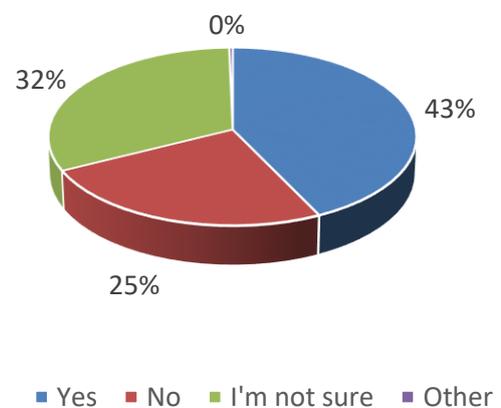


Having in mind that there are in total 342 persons filled in the survey form, more than 200 positive answers for each of the listed possible touristic sites (between 193 and 248 persons) is more than promising.

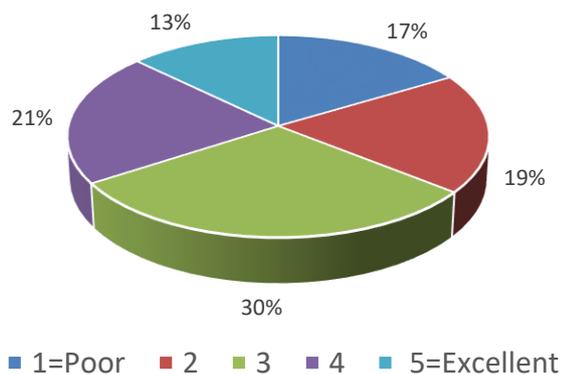
The next **question (no. 34)** was inviting the respondents to share the **most attractive places or events** that they think are worth visiting in their village (if any). A total of **122 answers** were received (meaning more than 35% of the respondents) which is above the expected, and demonstrates a very high level of motivation for the promotion of local givens. It's already a success for the local people that these places/events are identified, known and considered potential attractions.

Another aspect of the local knowledge that was explored by the survey was the **awareness of the respondents regarding local promotion activities** in their regions. Unfortunately, the results obtained for **questions 35 and 36** (as visible from the diagrams) are not very positive towards the efforts invested in the promotion of the rural areas.

35. Are you aware of any promotional activities that are implemented to attract more visitors to your region/village?



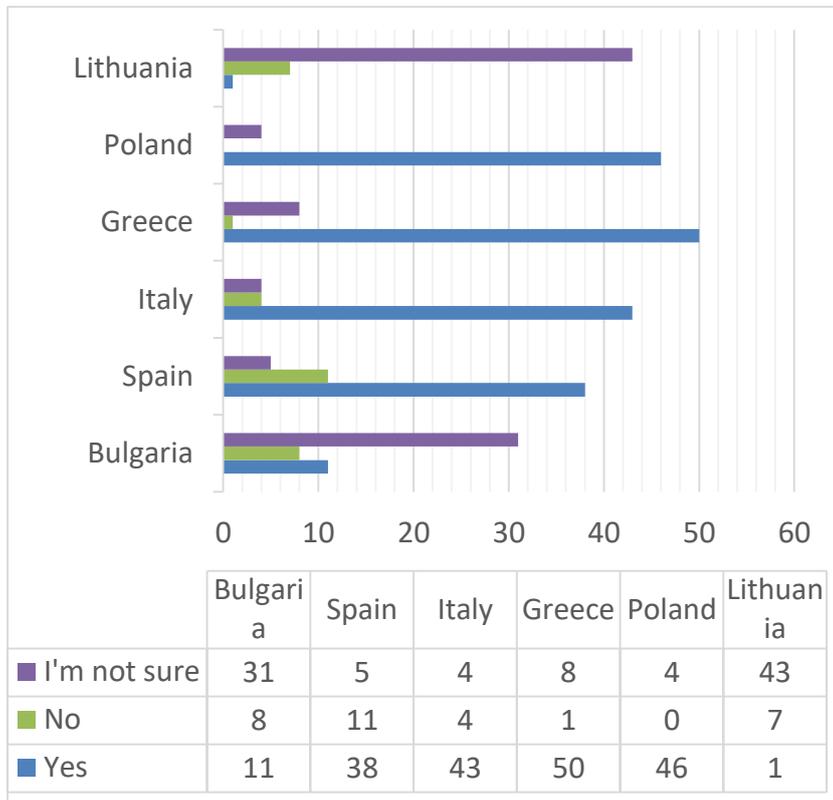
36. How do you evaluate the actions taken at local level in promotion of the agro- or gastronomic tourism products/services?



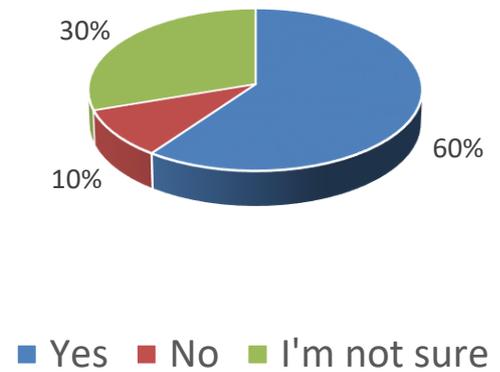


Hence, the next two questions give hope that the local population in the rural areas is willing to contribute for the improvement of these promotional activities and is eager to share knowledge.

By countries:



37. Are there any regional (food, craft ...) products that could attract visitors to your village?



*In total **78 out of 342** respondents gave a specific answer to that question sharing particular products that have potential to become touristic attraction.*



Suggested local products and attractions

Considering the practical aspect of this survey and aiming at dissemination in all project's phases, here we list some of the (summarized) answers given by the respondents as suggestions of places/events to be visited and "experienced" in their area of living. More detailed information is presented within the country reports developed by the partners.

Spain

- Truffle, Saffron, Teruel ham, etc.
- Historical monuments, local monasteries, churches and castles
- Festivals and events
- Windmills and oil production from Royal variety
- artisan food, craftsman bread
- Rural heritage and villages
- Botanical route, etc.



Italy

- 
- Historical monuments
 - Local monasteries, churches and castles
 - Festivals dedicated to different types of traditional local food
 - Village festivals on typical products and gastronomic places
 - Spergola, mountain sugar, etc.
 - Prosciutto, salami and ham production and receipts
 - Balsamic vinegar and other vinegar products
 - Wine production and tasting, visiting cellars
 - Oil mills, bakeries, taverns, etc.

Greece

- Olive and almond oil
- Honey, traditional pies from local ingredients
- Wine, lupins, black garlic, etc.
- Fig's processing for multiple products
- Traditional cheeses (e.g. Fetta, Pelion, etc.)
- Silk production





Lithuania



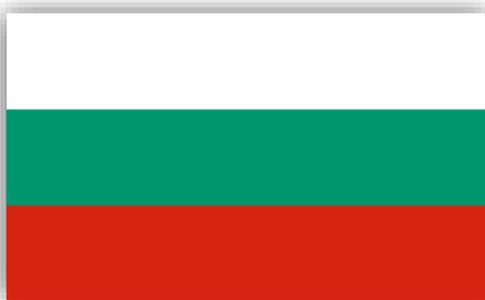
- local festivals
- traditional local dishes, regional cuisine
- various types of cheese and dairy products
- artisan food, craftsman bread
- Lithuanian certified dishes with over 100 years of recipes
- educational programs and tasting workshops
- wood carving crafts, soap making and wool felting crafts
- ethnographic collections, etc.

Poland

- Cheese Oscypek, Pierekaczewnik,
- Traditional beverages: Półtorak, Dwójniak, etc.
- Local festivals and touristic routes (Regions Fair in Chorzów, Multi-day kayaking trip down the Rega River)
- Eco Agro Tourism with animals and Wildlife Refuges
- Ethno villages (Glamping tents with Jacuzzi and sauna - Bieszczadzka Osada Saunowisko)
- Forests, lakes, nature reserves
- historical monuments, churches and monasteries (incl. ruins of ancient buildings), etc.



Bulgaria



- Local white cheese and yogurt
 - More than 50 traditional recipes for bread preparation for different occasions
 - Regional wine production, local grapes varieties and wine tasting
 - Local festivals and events such as celebration days of the bread, plum, cherry, typical local types of dried meat and sausages, etc.
 - Sea resort restaurants serving traditional fish soup and meals
- Historical complex in Balchik and other sights.

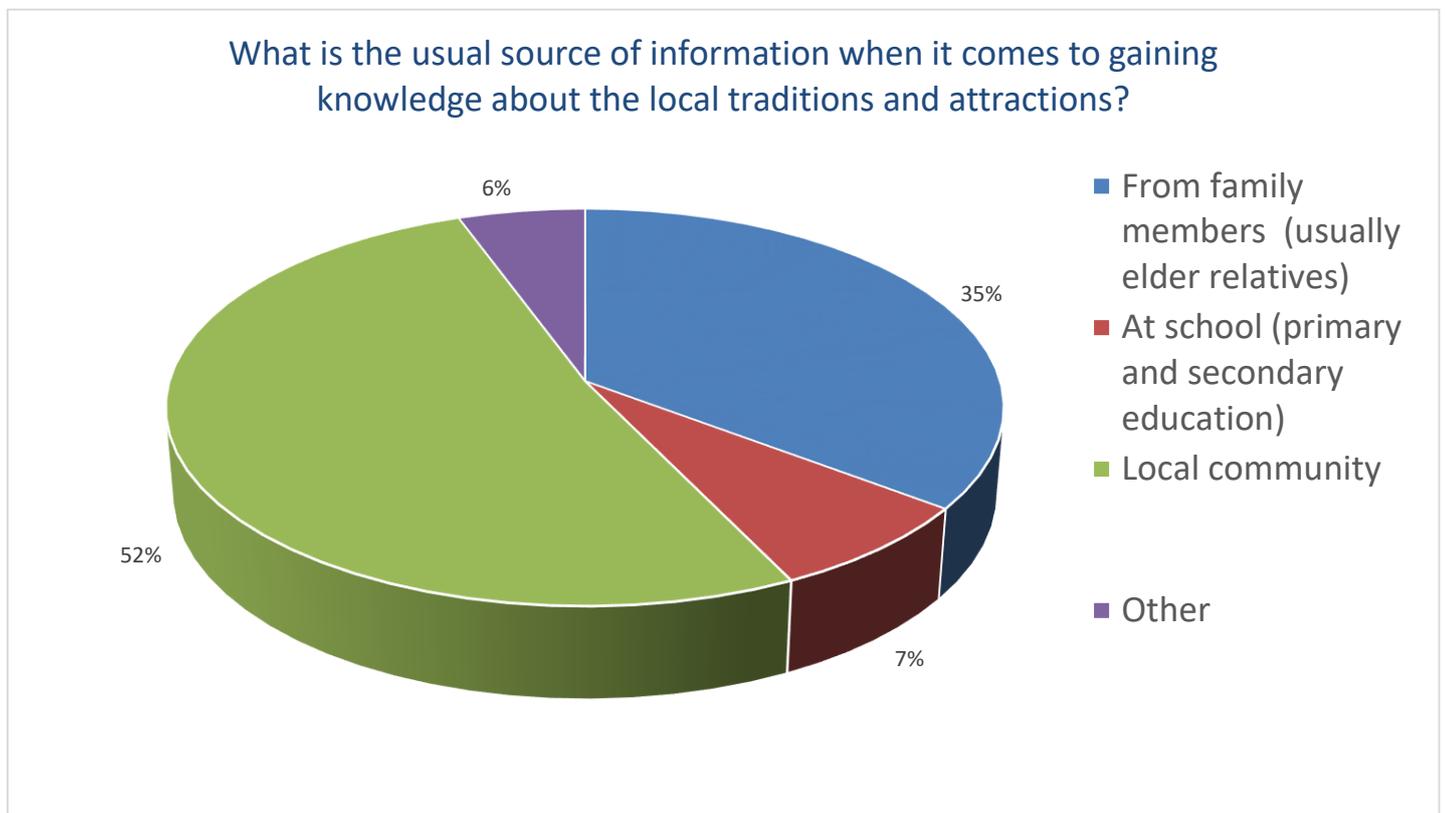


Sources of local knowledge

Another aspect, in addition to the awareness of the local resources with potential to become tourist attractions, that was investigated was the source of the local knowledge. As estimated by the partnership, the awareness of traditions, customs and general knowledge of the region is mostly rooted in the family, especially in the small villages. With the next question the partnership aimed to expand this hypothesis by identifying other recognizable sources for learning of the locals.

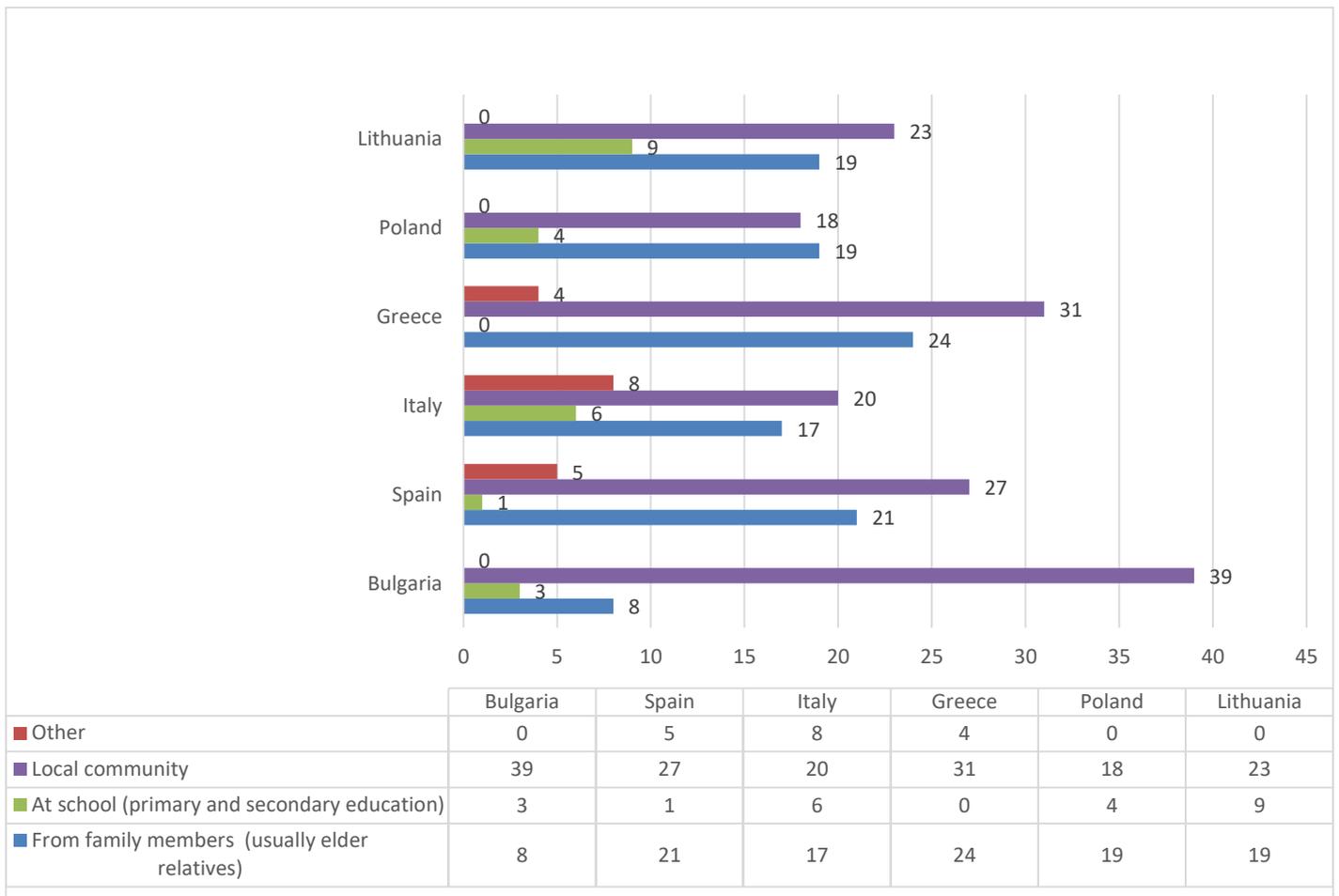
39. What is the usual source of information when it comes to gaining knowledge about the local traditions and attractions?

- From family members (usually elder relatives)
- At school (primary and secondary education)
- Local community
- Other: (Please, specify)



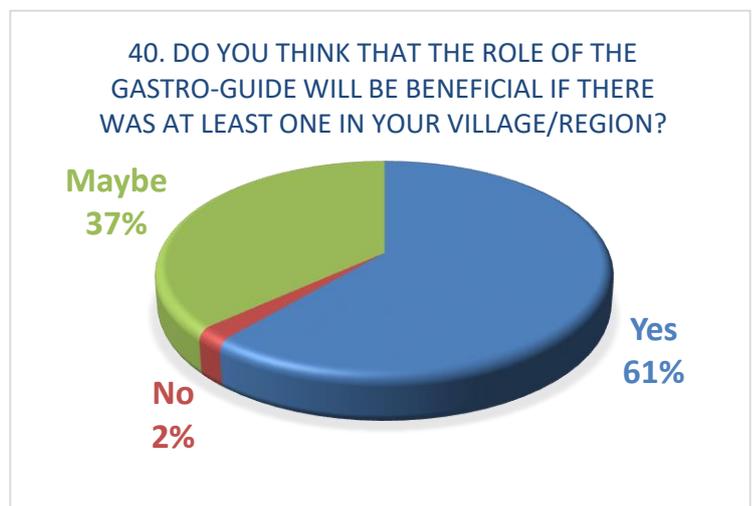
As expected, the elder family members were one of the main recognized by the rural areas' residents informal "teachers" of their heritage, but another reliable source also stood out in the face of the local community. This gave the partners also valuable information by highlighting another target groups that needs to be tackled and engaged in the project activities. The partners will put efforts in reaching out the representatives of the local community, too, by addressing the representatives of the local authorities, NGOs and other formal and informal organizations involving local people and/or representing their interests.

It is interesting to observe also these answers by country as presented below:



Finally, the consortium wanted to survey the attitude of the rural areas' population towards the potential and benefits that the Gastro-Guide project may bring them. It will be interesting to have this information collected at the initial phase of the project (since this survey was the first time the partners were addressing the stakeholders) and to compare it to the expectations and satisfaction achieved of the respondents at the end of the project.

The next question represents the respondents's expectations towards the future Gastro-Guides. 181 positive ("Yes") and 108 "Maybe" answers set a very high level of expectation that the partners will strive to justify.





Asked in conclusion what in particular could the Gastro-Guide contribute with, the respondents unite around the following suggestions (summarized at consortium level):

41. In what way do you think the Gastro-Guide would be most beneficial for the rural areas in your country?



In conclusion, implementing all the phases of the research of the existing situation in the partner countries, the project partnership gained valuable knowledge of the particularities of the regions under examination, the expectations of the project direct stakeholders and of the needs to be tackled. All the findings and conclusions of the present report will be further incorporated when designing the curriculum and training course in such a way, so the future Gastro-Guides are able to support and develop their local communities in the best possible way.

Below all the country reports with details on the survey conducted through the questionnaires are listed as presented by the project partners.

Questionnaires summary

Country report Spain

Partners:

Cámara Oficial de Comercio e Industria de
Teruel

FORMACION Y ASESORES EN
SELECCION Y EMPLEO, SL (FASE)



Country report – Spain

INTRODUCTION

Taking into account the needs of the project and the characteristics of the Gastro-Guide training, the survey has been distributed mainly among workers and entrepreneurs in the agri-food, hospitality and tourism sectors, as well as people who live or are related to rural areas.

The survey has been answered by 54 different people in Spain.

Summary of the Responses gathered with the Questionnaire:

Demographic and socio-economy profile and characteristics of the respondents

General information

In this section we invited the respondents to provide with the contact details, so we may stay in touch for further communication. As a result, out of 54 questionnaires answered, a total of 29 people have provided us with the name of their company.

Further, in order to be able to understand better the distribution of the respondents across the country we asked about the location and the results sum up to 53 people who have provided us with their location, distributed in 29 cities/villages. Most of the respondents are from small municipalities of Aragon, which is understandable having in mind that this is the area of operation of the two Spanish partnering organization.

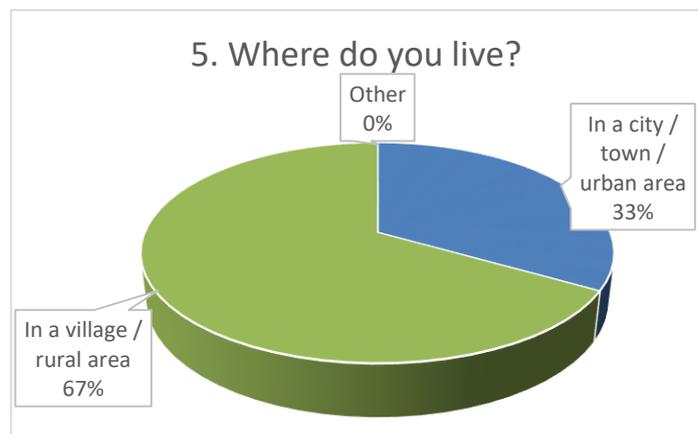
Next, the respondents were asked (if they want) to point out their position (considering the business ownership) and a total of **29 people** have answered this question. The analysis shows that most of the people surveyed are business owners or have management positions and the rest are distributed in various professions and positions, mainly in the food-related industries, as well as administration and services.

Background

5. Where do you live?

Usual residence is understood as the place where the person lives at the time of the census, and where he has been and intends to stay for some time. A total of **54 people** have answered this question.

The majority, **66.7% lives** in a rural area and the **33.3% remaining**, lives in an urban area. This fits with the objectives of the project. In addition to the people belonging to urban areas, only those from Zaragoza belong to a large city.

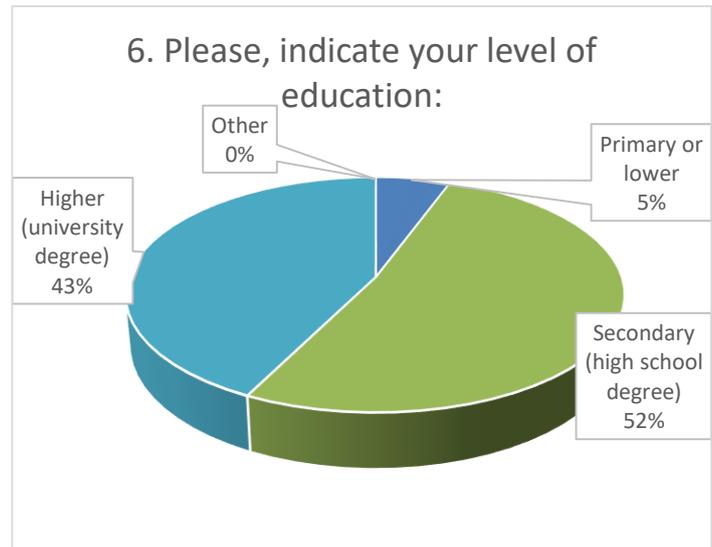




6. Level of education

The educational level of a person is determined by an ordered series of educational programs grouped in relation to a gradation of learning experiences, knowledge, skills and competencies that each of these programs imparts. A total of **54 people** have answered this question.

The majority, **51.9%**, have a higher education level, that is, they are people with a university degree of education, the **42.4 %** have a Secondary level and **the 5.6%** that is, the minority, have primary or lower.



7. Field of education / training

A total of **54 people** have answered this question; the majority of those interviewed work in Business, Administration and Law with **28.8%**; followed by **13.5%** working in Services and another **13.5%** working in Health and welfare.

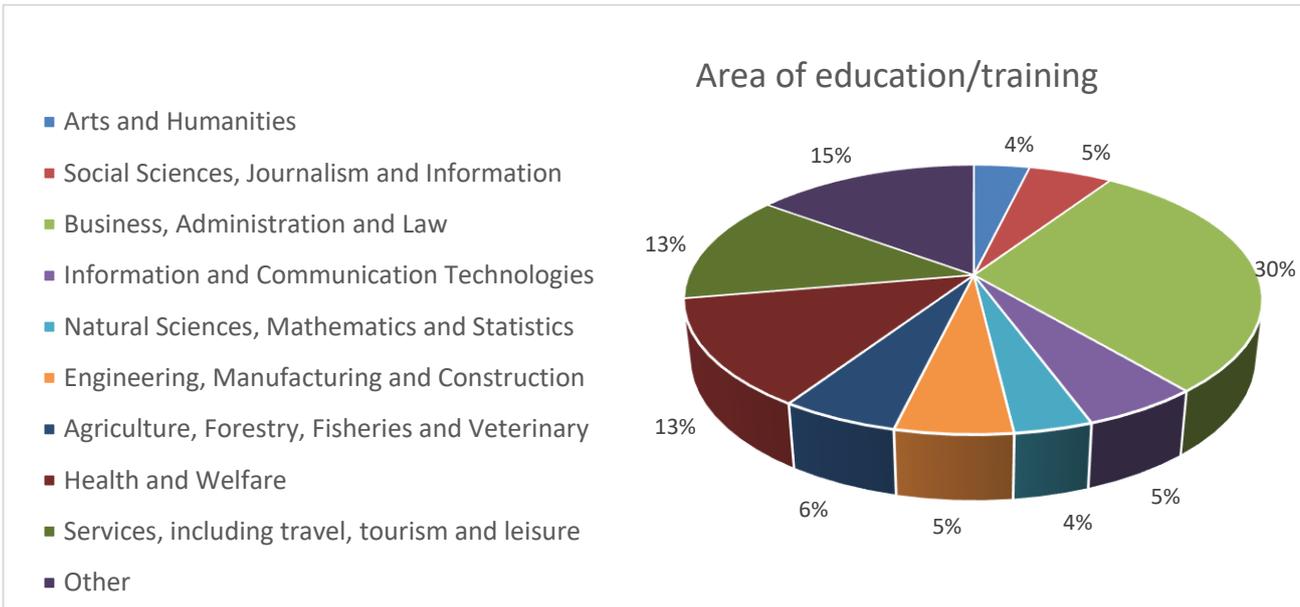
We add the exact percentages of each of the categories:

3.7% Arts and Humanities	5.8% Social Sciences, Journalism and Information
28.8% Business, Administration and Law	5.8% Information and Communication Technologies
3.7% Natural Sciences, Mathematics and Statistics	5.8% Engineering, Manufacturing and Construction
5.8% Agriculture, Forestry, Fisheries and Veterinary	13.5% Health and Welfare
13.5% Services, including travel, tourism and leisure	

Among the **Others** that were listed by the respondents within the possibility to state their own answer were:

- Turism
- Production and elaboration of wines
- Cosmetics and beauty

All of them also fall into the *Services, including travel, tourism and leisure* category.

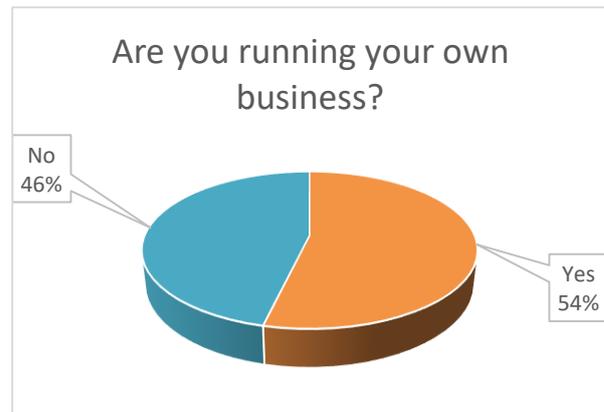


Business representatives

8. Are you running your business?

A business is an economic activity that seeks to obtain profits mainly through the sale or exchange of products or services that satisfy the needs of customers. It can include one or several stages of the production chain such as: extraction of natural resources, manufacture, distribution, storage, sale or resale. A total of **54 people** have answered this question.

Almost half of the respondents run their own business (**53.7%**) and the other half are not running their business (**46.3%**).



9. What type of business are they running?

There are many types of businesses and many ways to classify them, although the most common is to differentiate the types of business based on the economic activity they perform, the legal entity or the size of the company.

In this case, respondents who said they run their own business (**29 people**) have answered this question. The majority, with **31%** have a **restaurant business**, **13.8%** work in a business related to **Food producing/Farm**, followed by **10.3%** of the people surveyed who also have a **hotel or service-type business**.



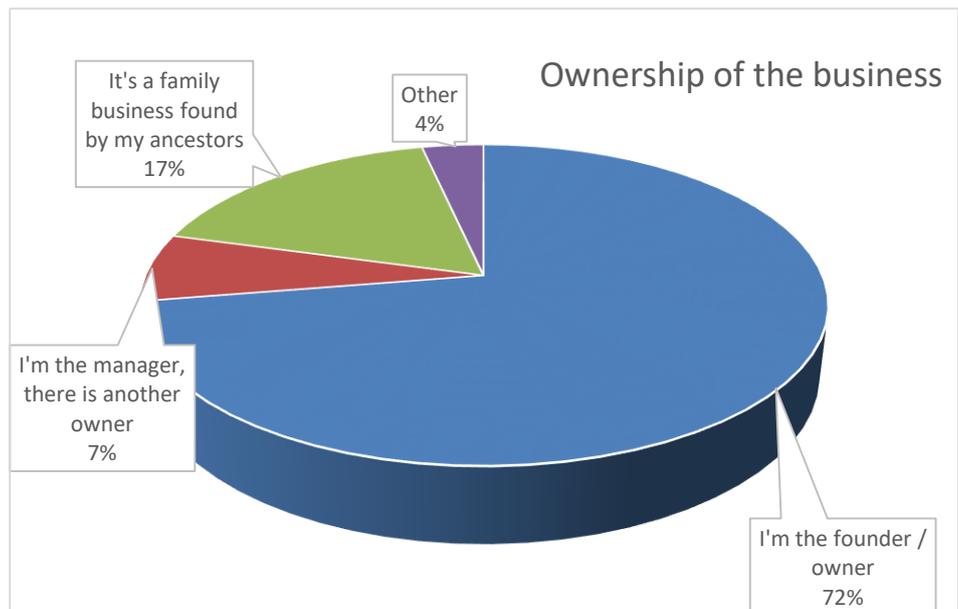
10. Did they found it or they inherit it?

Every business project is developed around an idea, which arises as a result of detecting a business opportunity. The emergence of the idea to create a company varies depending on the circumstances of each person/s. There are many factors that can lead a person to lean towards a specific business

On the other hand, when someone inherits a business, they receive by law or testament the property of the assets that a person leaves

when he dies so that his assets and rights are not extinguished with him.

The majority of the people surveyed who run their own business **are the founder** of the business (**72.4%**). The **17.2%** have a business which has been founded **by their ancestors**. The **6.9%** of the people surveyed are managers, but the business is not theirs and **3.4%** of the people surveyed have a different situation.



11. For how long are they running their business? (Number in years)

One of the most important pillars to determine the success of your business is good time management. Time itself is not a resource, and unfortunately you cannot buy it, however, all resources depend on good management.

This section shows the years that the people surveyed have been running their business.



We find in this question that there is a lot of **variety in the answers**, between the 29 people surveyed who manage the business. There are several people who have recently opened the business, and many others have been in business for a long time. More than half of those surveyed who are running a business have been doing so for 10 years or less. We add the list with the number of people and the number of years they have been running their business.

- | | |
|--------------------|-------------------|
| 1 Person, 50 years | 1 Person, 7 years |
| 2 People, 35 years | 2 People, 6 years |
| 1 Person, 25 years | 1 Person, 5 years |
| 1 Person, 18 years | 3 People, 4 years |
| 1 Person, 11 years | 2 People, 3 years |
| 2 People, 10 years | 2 People, 2 years |
| 1 Person, 8 years | 3 People, 1 year |

12. How many employees are currently working in the business? (Please, fill a number of people hired)

Employees are people who have qualities to do a certain job, doing specific tasks in the company. It is the person hired, either by a natural or legal person, who carries out a qualified activity, and who will therefore receive an economic consideration.

A total of **29 people** answered the survey and we found, as in the previous answer, variety in the answers. They are all small companies, mostly self-employed in which they are their only worker, and none of the companies has more than 10 workers.

Most of them do not have many people employed. We add a list with the number of people and the number of employees they have.

- | | |
|----------------------|-----------------------|
| 11 People 1 employee | 3 People 3 employees |
| 5 People 2 employees | 1 Person 5 employees |
| 4 People 1 employee | 1 Person 10 employees |
| 4 People 0 employees | |

Residents:

As work we call the set of activities that are carried out with the aim of achieving a goal, solving a problem or producing goods and services to meet human needs.

13. Are you currently employed?

A total of **25 people** responded to this question, which corresponds to the total number of respondents who do not manage a business. The vast majority of respondents in this question work in a company or organization, with **88% of the**





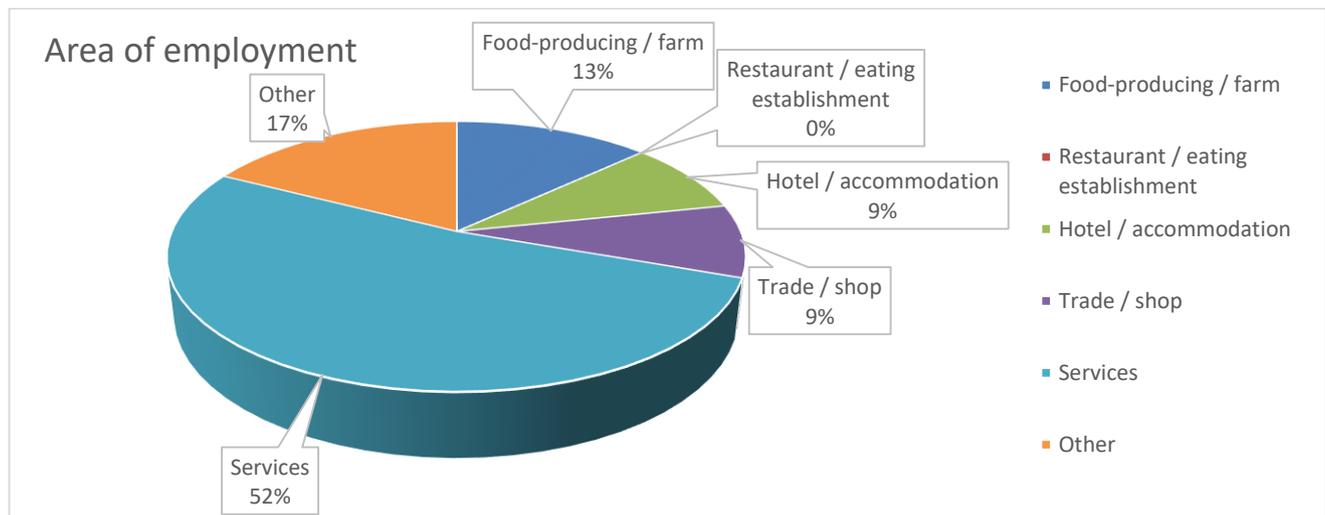
total. The **8%** are unemployed but not looking for work and **just 4%** of the total are freelancers.

Employed

14. What is the area of operation of the company you are working in?

The areas of operation of a company are all the departments into which a company is divided so that it can work efficiently. It is important to consider that each area or department develops specific functions.

The majority **52.2%** of the people surveyed are working in Services, followed by **13%** of the people who are working in **food-producing / farm**, the **8.7%** are working in Restaurant and the same people are working in trade/shop.



15. What is your current occupation?

The word employment refers to a job, an occupation or a trade. However, the most widespread use of employment is the one that indicates all that activity where a person is hired to perform a series of specific tasks, for which they receive financial remuneration.

In this case, **37 people** have answered the survey, and they have detailed their current occupation. We detail the list of the participants with a wide variety of responses:

- | | |
|---------------------------------------|--|
| 2. Technician | 1. Support technician for entrepreneurs |
| 1. Monitor | 1. Rural Multiservice |
| 1. Superior technical radio diagnosis | 1. Official administrative |
| 1. Nurse | 1. Store |
| 1. Construction worker | 1. Technician and commercial facilitator |
| 1. Secretary | 1. Food commercials |
| 1. Duty manager | 1. Official |
| 1. Tour guide | 1. Chef trainee |



16. What is your position in the company?

All companies, companies and entities, in order for them to function normally, must have at their disposal people who work in different positions or positions, but what is a position? It is the function that a person has where he is responsible for carrying out the tasks following all the policies and values of the organization.

A total of 17 people have answered the survey and there is a lot of variety in the responses. We attach the list of each of the people with their position in the company.

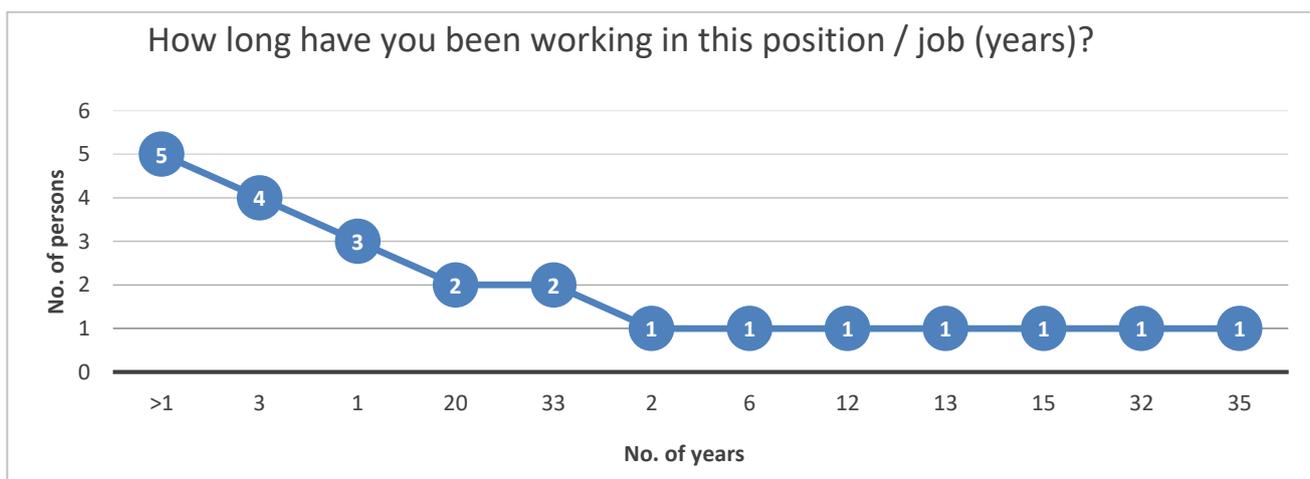
- 2. Technician
- 1. Monitor
- 1. Superior technical radio diagnosis
- 1. Nurse
- 1. Construction worker
- 1. Secretary
- 1. Duty manager
- 1. Tour guide
- 1. Support technician for entrepreneurs
- 1. Rural Multiservice
- 1. Official administrative
- 1. Store
- 1. Technician and commercial facilitator
- 1. Food commercials
- 1. Official
- 1. Chef trainee

17. For how long have you been working on this position / job (Please, fill in the blank in number of years)?

Work experience is the set of skills and knowledge acquired by a person or group in a given job, or during a specific period of time.

In other words, work experience refers not only to the job itself, but also to what you learn from it.

In the survey, 23 people have provided us with the number of years they have been working in their current jobs. We can see that there is a great variety of responses. We attach a graphic with the years that the people surveyed have been working in this position.



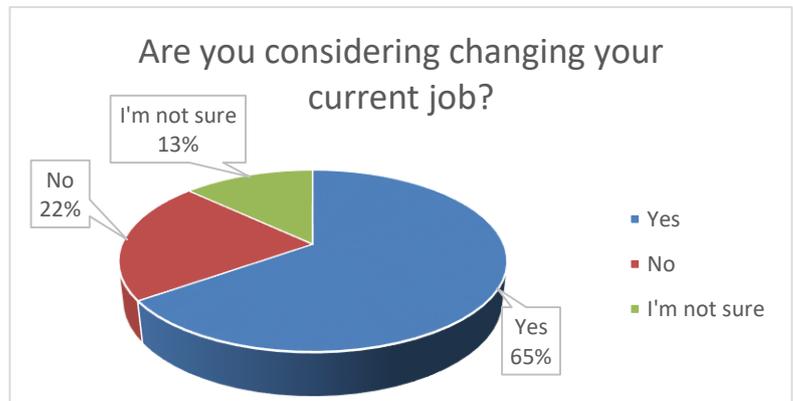


Changing job

18. Are you considering change of your current job?

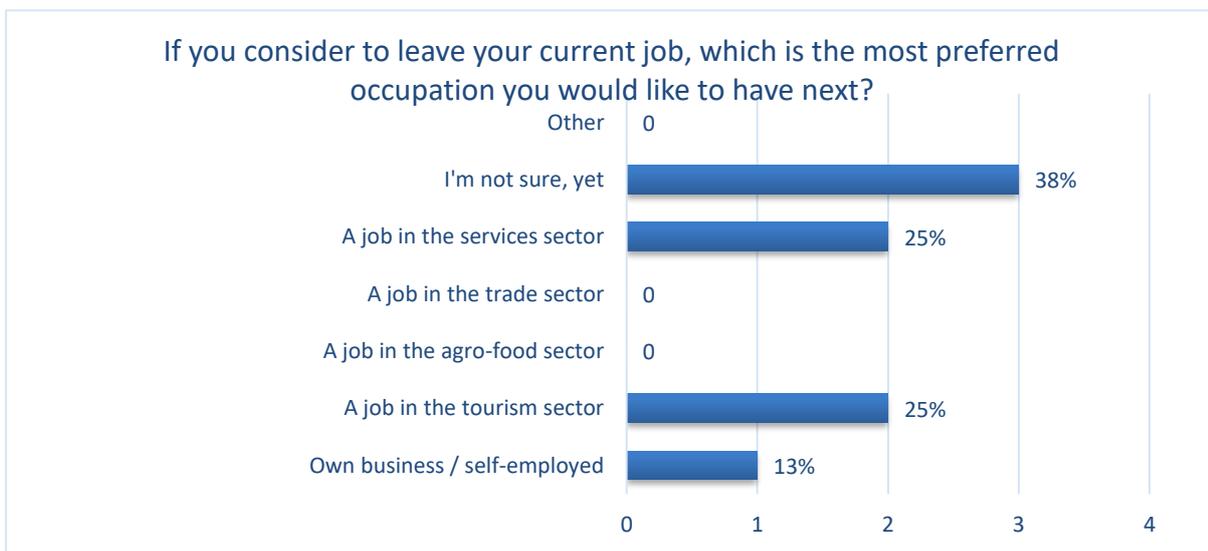
Changing jobs is a situation that not everyone dares to assume. The reasons can be many, such as the workload, the relationship with your colleagues and your boss... Although many times it is economic needs that force you to stay working in a place when you do not like it.

Of all the people surveyed, the majority, that is, **65.2%**, are **considering changing** their current job, **21.7%** are satisfied, and **do not want** to change their current job, and **13%** are not sure.



19. If you consider leaving your current job, which is the most preferred occupation you would like to have next?

Among the people who would like to change jobs (8 people), 25% want to work in tourism, another 25% in the services sector, 37.5% do not yet know what they want to work for and the rest want to manage their own business. We attach a graph with the percentages of the most preferred next occupation.



Gastro-Guide's profile

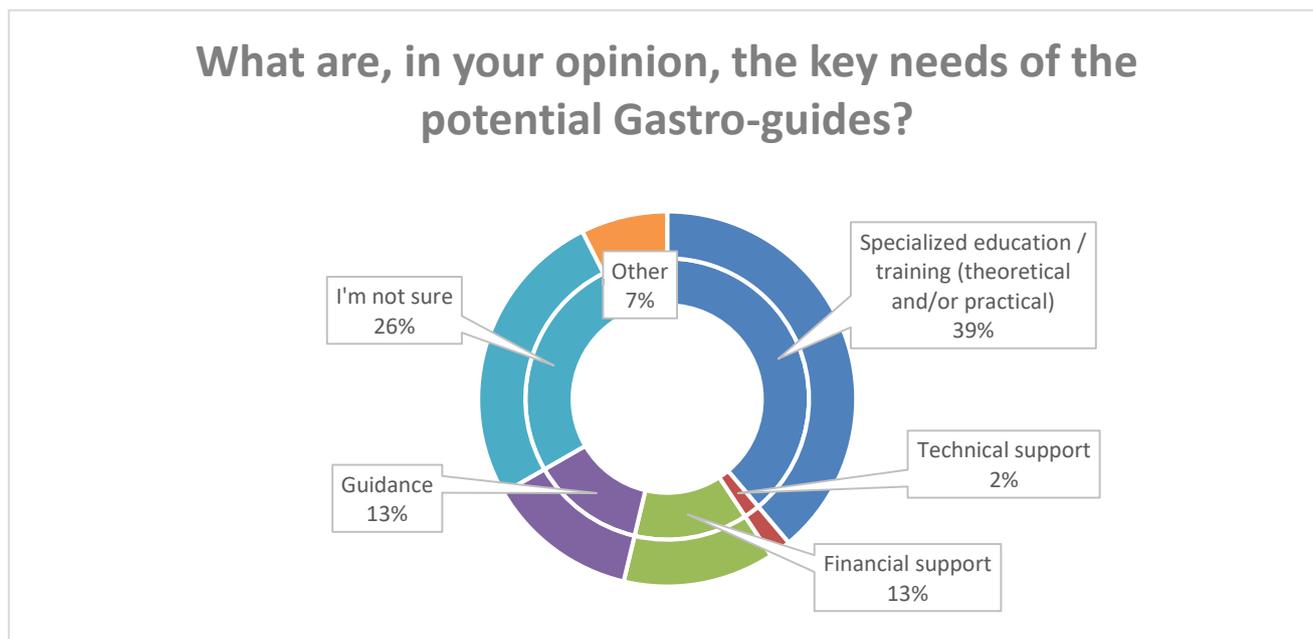
Being a Gastro-Guide will be one of the most rewarding jobs. You make a living doing what others do on vacation: you meet lovely people from all over the world and marvel at the best places in this world on a daily basis.



20. What are, in your opinion, the key needs of the potential Gastro-Guides, in terms of completing their professional profile?

Being a Gastro-Guide is a challenge and not everyone can do it. Here are the main characteristics to be the best gastro guide according to people interviewed.

The **38.9%** thinks the gastro guide will need a specialized education / training (theoretical and/or practical), the **13%** believe that will be important the financial support, **13%** guidance, and the minority, with **1.9%**, think that technical support is important.



21. What are, in your opinion, the most important competences for the Gastro-Guides to be able to successfully implement their role? (Please, mark your choice in the table where 1 = not important and 5 = very important)

Important competences for the Gastro-Guides are understood as the set of knowledge, skills and attitudes that Gastro guides must achieve at the end of basic education in order to achieve their fulfillment and personal development to successfully implement their role.

First we have the table, where 1 is "not important" and 5 is "very important"; and in the table, the number of people who have voted for what.

Gastro-Guides' competences importance	1	2	3	4	5
Good planning and organization skills	3	3	10	11	28
Good presentation and communication skills	2	4	6	12	30
Excellent interpersonal skills	2	4	11	15	22
Teaching / coaching competences	4	6	13	18	14



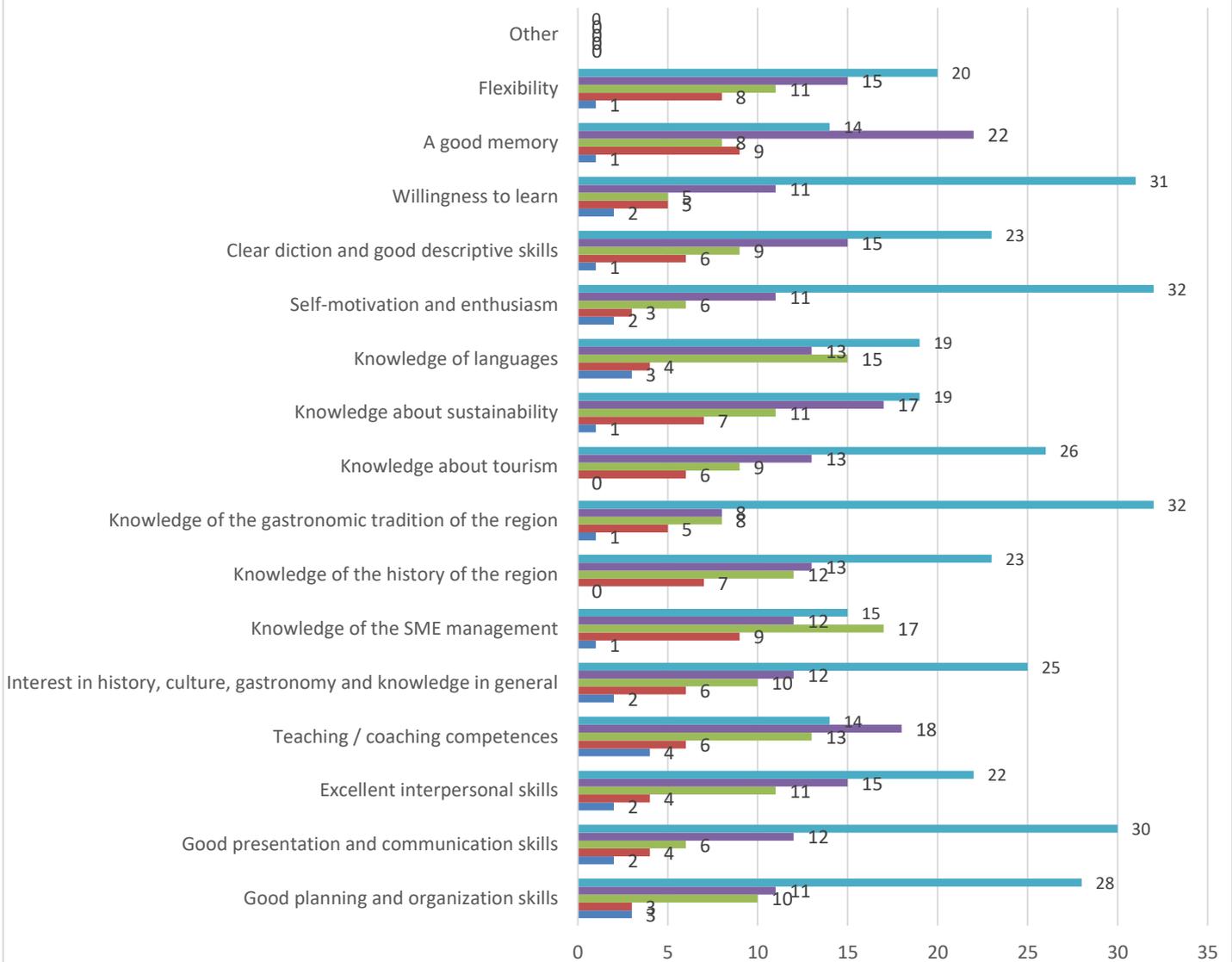
Interest in history, culture, gastronomy and knowledge in general	2	6	10	12	25
Knowledge of the SME management	1	9	17	12	15
Knowledge of the history of the region	0	7	12	13	23
Knowledge of the gastronomic tradition of the region	1	5	8	8	32
Knowledge about tourism	0	6	9	13	26
Knowledge about sustainability	1	7	11	17	19
Knowledge of languages	3	4	15	13	19
Self-motivation and enthusiasm	2	3	6	11	32
Clear diction and good descriptive skills	1	6	9	15	23
Willingness to learn	2	5	5	11	31
A good memory	1	9	8	22	14
Flexibility	1	8	11	15	20

We understand that the **most important competencies** that a gastro guide must have according to the survey responses are:

- 1) Knowledge of the gastronomic tradition of the region
- 2) Good presentation and communication skills
- 3) Good planning and organization skills
- 4) Self-motivation and enthusiasm
- 5) Willingness to learn



What are, in your opinion, the most important competences for the Gastro-Guides to be able to successfully implement their role?



	Good planning and organization skills	Good presentation and communication skills	Excellent interpersonal skills	Teaching / coaching competences	Interest in history, culture, gastronomy and knowledge in general	Knowledge of the SME management	Knowledge of the history of the region	Knowledge of the gastronomic tradition of the region	Knowledge about tourism	Knowledge about sustainability	Knowledge of languages	Self-motivation and enthusiasm	Clear diction and good descriptive skills	Willingness to learn	A good memory	Flexibility	Other
■ 5	28	30	22	14	25	15	23	32	26	19	19	32	23	31	14	20	0
■ 4	11	12	15	18	12	12	13	8	13	17	13	11	15	11	22	15	0
■ 3	10	6	11	13	10	17	12	8	9	11	15	6	9	5	8	11	0
■ 2	3	4	4	6	6	9	7	5	6	7	4	3	6	5	9	8	0
■ 1	3	2	2	4	2	1	0	1	0	1	3	2	1	2	1	1	0



Gastro-Guide Training Course

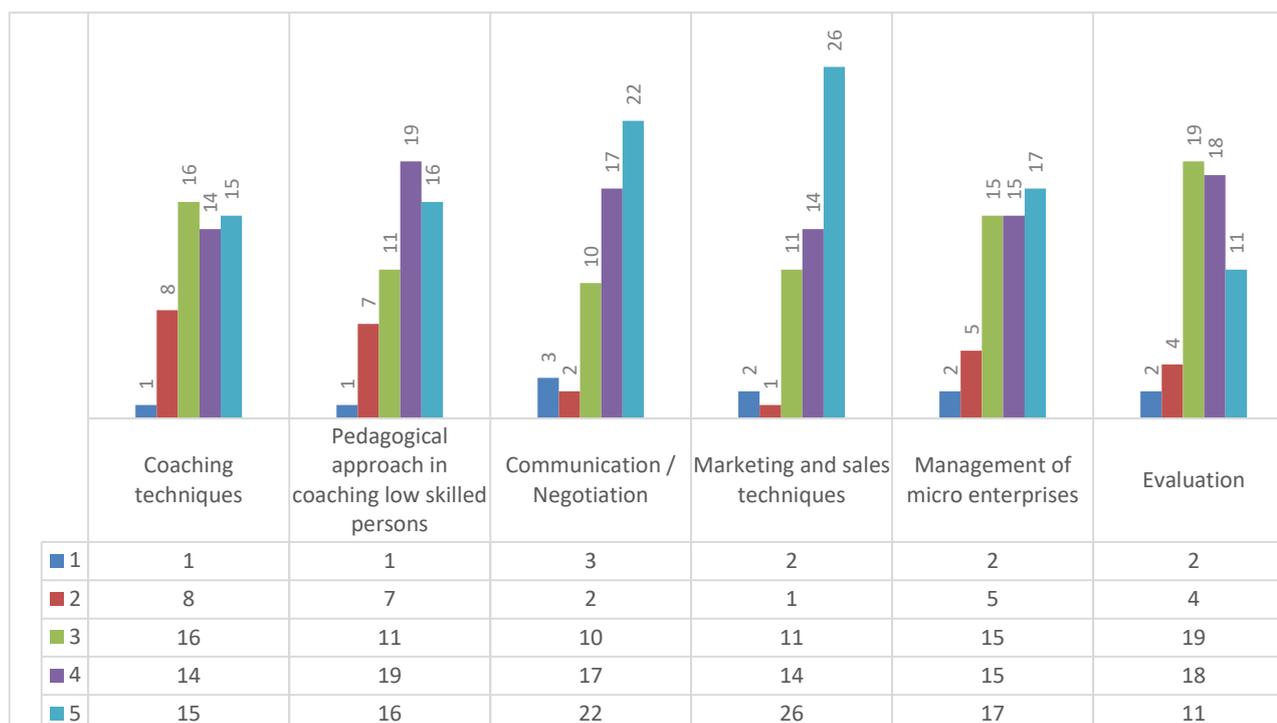
22. Please, rate the training modules listed below by their importance and usefulness for the preparation of the future Gastro-Guides?

A training module is an instructional guide primarily used for teaching and learning step-by-step procedures. Training modules also can be used to present more factual information. Although most OJT is carried out for the purpose of teaching skills, practical experience indicates that employees also need a way to document facts, concepts, processes, and principles.

The most important modules according to the respondents are in order of priority according to the respondents is Evaluation:

- 1) Marketing and sales techniques
- 2) Communication / Negotiation
- 3) Management of micro enterprises

Training modules importance and usefulness	1	2	3	4	5
Coaching techniques	1	8	16	14	15
Pedagogical approach in coaching low skilled persons	1	7	11	19	16
Communication / Negotiation	3	2	10	17	22
Marketing and sales techniques	2	1	11	14	26
Management of micro enterprises	2	5	15	15	17
Evaluation	2	4	19	18	11





23. Are there any other training modules that you think would be useful for the Gastro-Guides' preparation? (Please, list your suggestions)

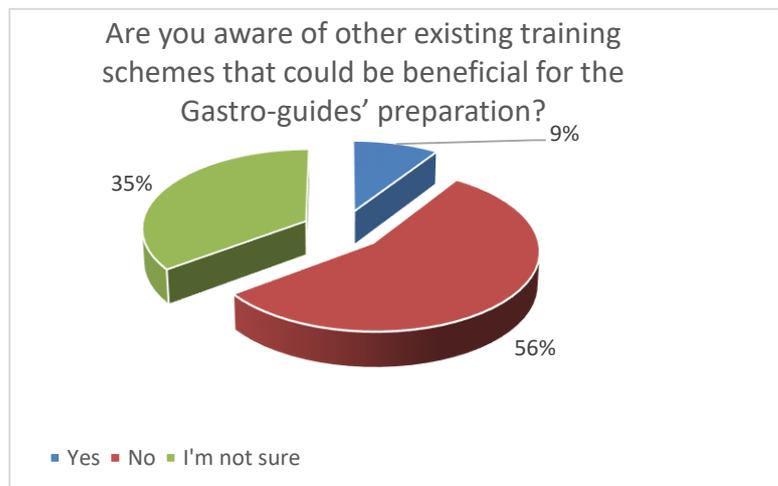
We list the answers of the respondents as were stated in the questionnaires:

- Food properties
- Tourism
- History of the province
- Gastronomy of the province
- Local product advertising and promotion tools
- History of food, fundamentals of cooking, botany
- Empathy and optimal social relationships
- History, heritage, local gastronomy...
- I believe that it is very important that the gastro-guides know first-hand the products that we are going to use in the restaurants, from the cycle and collection of the truffle to the difference between a pig farm with the qualification of "pig from Teruel" and those from intensive that there are also and many in this province.
- And of course they should come to our restaurants and shops and we will be the ones to explain first-hand what we do so that we can then better recommend them to our visitors.

24. Are you aware of other existing training schemes (for basic or extended competences) that could be beneficial for the Gastro-Guides' preparation?

These are training activities aimed at people who want to start in the profession or who, having already started, are in the first phase of professional development. Therefore, it is recommended for people without experience or with little teaching experience.

The majority of the participants with **55.6%** do not know of other training schemes that can help create the training modules.



25. Please, share the training programs that you are aware of and could be beneficial for the preparation of the Gastro-Guides, e.g. educational programs, professional courses, informal courses, etc.

A Gastro-Guide can explain absolutely everything about the places you visit. It is safer: the guide knows perfectly where to take you and you will not expose yourself to possible dangers. In more unstable countries it may be a point to consider.

- Languages
- Informal courses
- The wine DOs in Aragon carry out online courses on wine tourism; it could be a good complement to training.
- <https://aprendergratis.es/cursos-online/cursos-gratuitos-de-cocina>
- Superior Technician in Guide, Information and Tourist Assistance.
- Superior Technician of Tourist Information and Marketing.

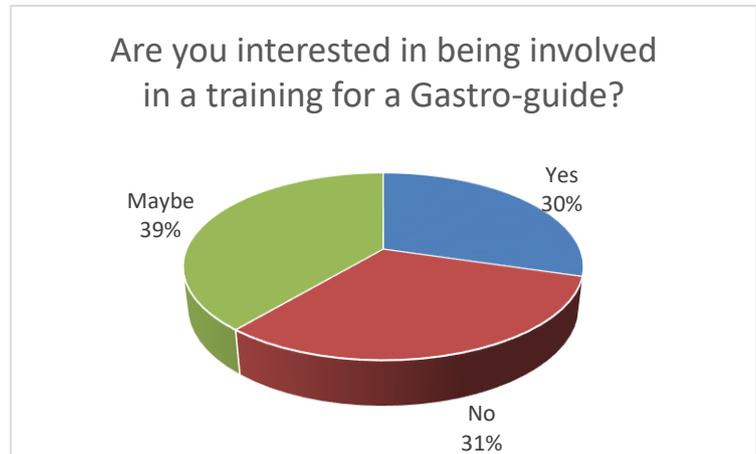


Potential Gastro-Guides

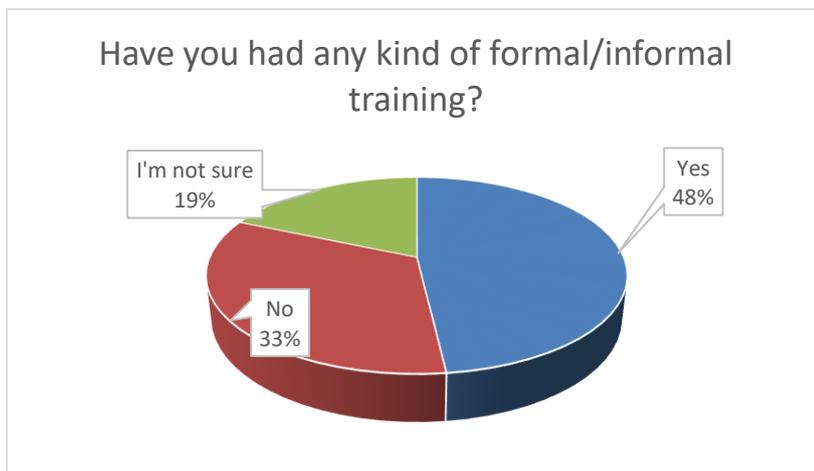
26. Are you interested in being involved in training for a Gastro-Guide?

The new professional profile of the Gastro-Guide covers this lack, coaching the rural entrepreneurs and people of rural communities.

The majority of those surveyed **would be interested or maybe could be interested** in taking the gastro guide course (**58.5%**), and only **31.5%** would not be interested in it.



27. Have you had any kind of formal/informal training that leads to the acquisition of competences that could be beneficial for the Gastro-Guide profile - e.g. communication skills, organizational skills, teaching skills, etc.?



Previous training is understood as all the training, both academic and professional, that the student accredits and that he or she has completed before accessing the official postgraduate program.

Of the **54 people** who have answered the survey, **48.6% have received training** related to the project, **32.4%** have not had training related to the program and **18.9%** are not sure.

28. How long do you think would be the right time for such training? (Please, indicate the acceptable number of training hours, according to your opinion)

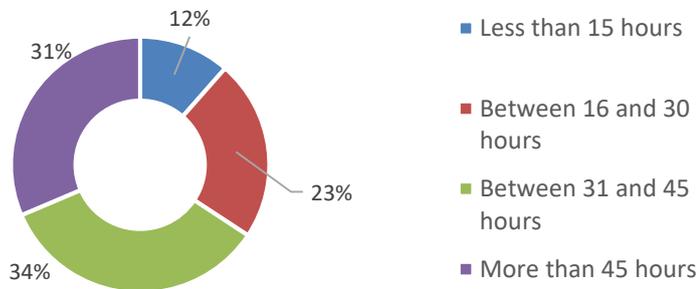
That the course has the appropriate duration is very important, since it ensures that the students will finish the training satisfactorily, not feeling bored or with the feeling that they lack information.

Having motivated and happy students increases the chances that they will want to take more courses with your brand.

In first position, **32.4%**, think that the adequate time for a course of this style is **between 31 and 45 hours**. In second position, **29.7%** think that the right time for this training is **more than 45h**.



How long do you think would be the right time for such training? (Please, indicate the acceptable number of training hours, according to your opinion)



29. Is the time you have at your disposal enough to participate in a training course for a Gastro-Guide of 30 training hours?

In everyday life, the way to measure time is with a watch. Another way to use the term time in the life of an individual is when speaking of free time.

The majority, with more than 50%, think that **they do have time available** to complete about 30 hours in total.

Is the time you have at your disposal enough to participate in a training course for a Gastro-Guide of 30 training hours?



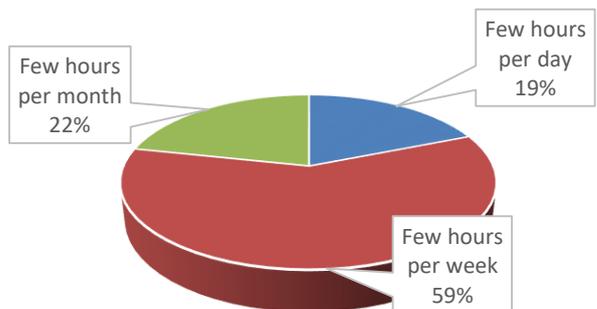
30. How much time are you willing (and able) to dedicate to such training?

This training can be a very rewarding activity. However, to arrive at a good port it is essential to carry out a good time planning.

To ensure that the duration of an online course is adequate, it is essential to think about the different formats in which the content will be presented to the students. The level of attention of the student in the training will depend directly on the format presented.

In this case, more than most of the interviewees could dedicate a **few hours a week** to it, and the rest, a few hours a month or a day.

How much time are you willing (and able) to dedicate to such training?

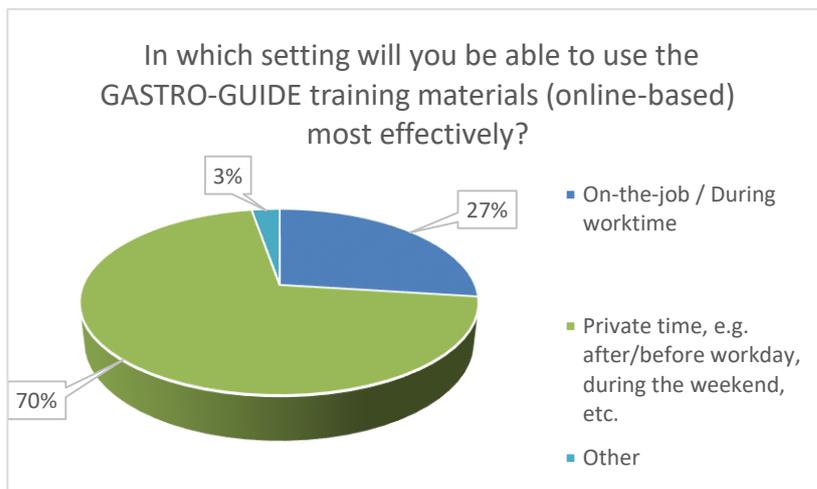




31. In which setting will you be able to use the GASTRO-GUIDE training materials (online-based) most effectively?

Depending on the learning objectives and length of the training program, training materials may include workbooks, training manuals, computer-based lessons and audio-visual aids.

Most of them will use it in **their private time**.



32. How would you like to receive information/training on these topics? (Please rate the suggested types of training materials, where 1 = not preferred and 5 = most preferred)

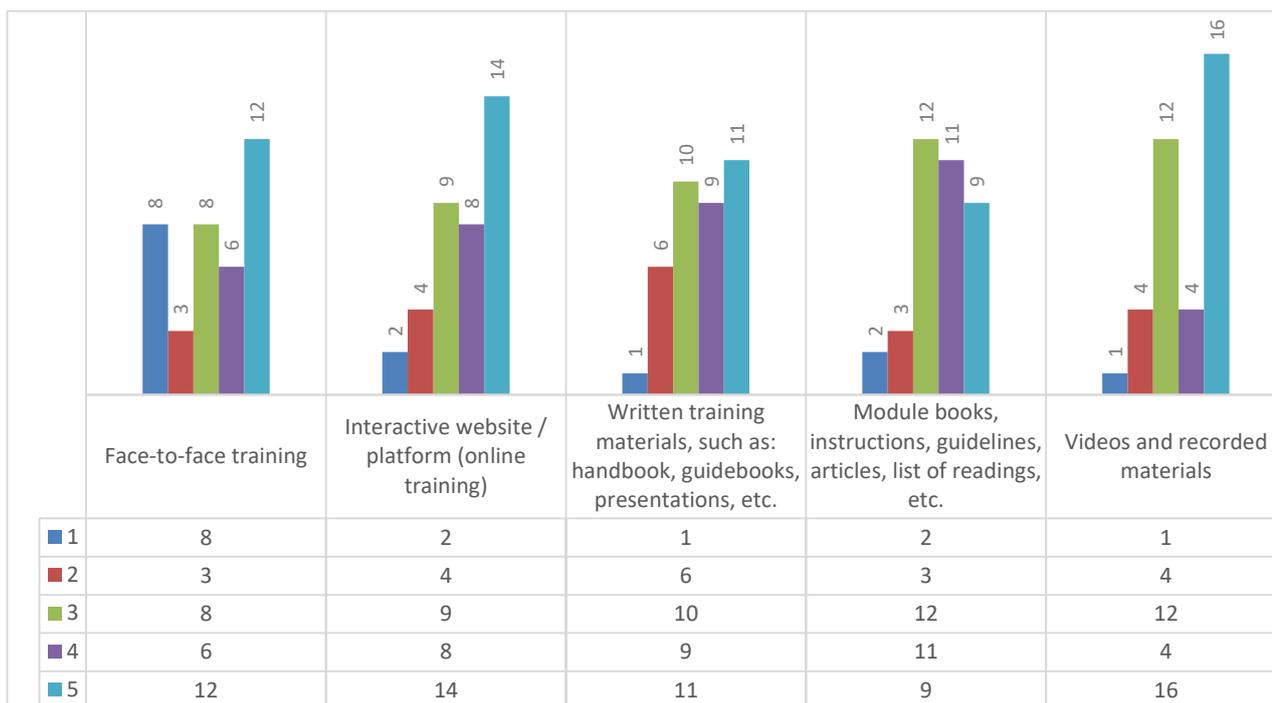
User behaviors are changing, and users are showing an increasing interest in visual content. Where they access content is also changing, as there is a preference for social media platforms over more traditional ways.

Media such as web site and videos, as these content platforms will continue to need value over time.

Training materials types preferences	1	2	3	4	5
Face-to-face training	8	3	8	6	12
Interactive website / platform (online training)	2	4	9	8	14
Written training materials, such as: handbook, guidebooks, presentations, etc.	1	6	10	9	11
Module books, instructions, guidelines, articles, list of readings, etc.	2	3	12	11	9
Videos and recorded materials	1	4	12	4	16

According to the data of the respondents, we attach the graphs and the answers of how they would like to receive information:

- 1) Videos and recorded materials
- 2) Interactive website / platform (online training)
- 3) Face-to-face training



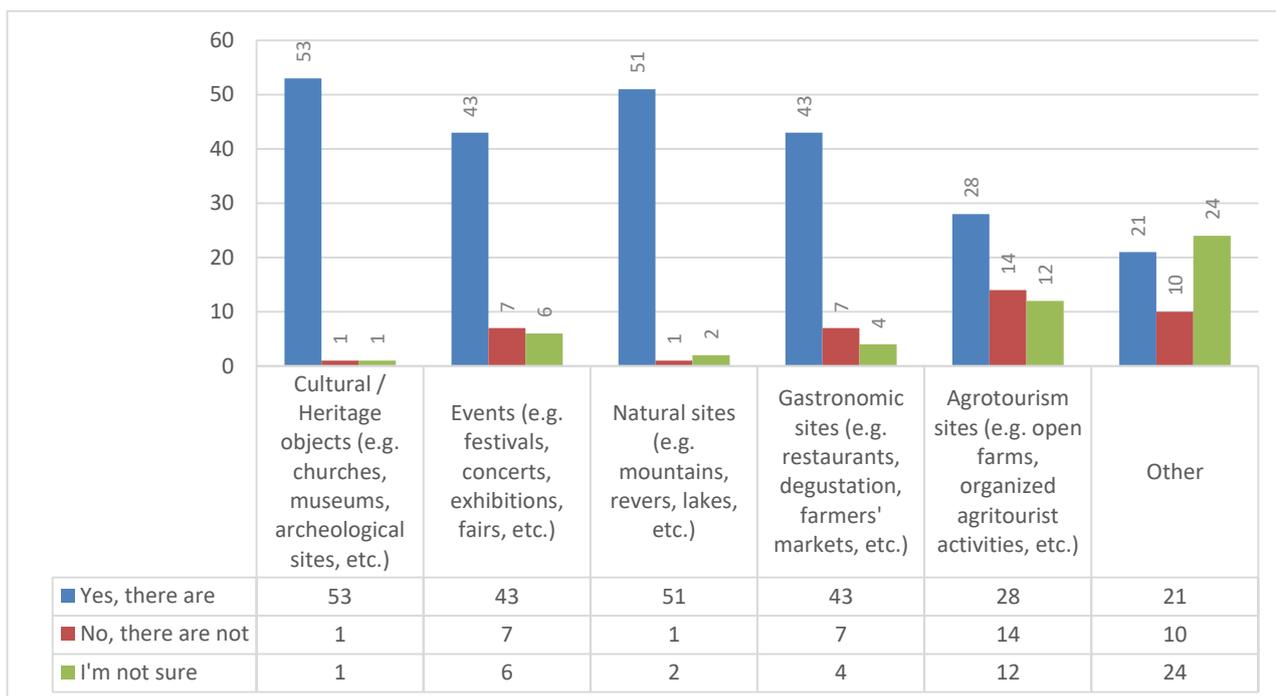
1 = not preferred and 5 = most preferred

Local Knowledge and Potential

33. Are you aware of any interesting attractions that could be visited or explored in your village? Please, mark your answers in the table.

A tourist attraction is a place of interest that tourists visit, typically for its inherent or an exhibited natural or cultural value, historical significance, natural or built beauty, offering leisure and amusement.

Attractions	Yes there are	No, there are not	I'm not sure
Cultural / Heritage objects (e.g. churches, museums, archeological sites, etc.)	53	1	1
Events (e.g. festivals, concerts, exhibitions, fairs, etc.)	43	7	6
Natural sites (e.g. mountains, rivers, lakes, etc.)	51	1	2
Gastronomic sites (e.g. restaurants, degustation, farmers' markets, etc.)	43	7	4
Agritourism sites (e.g. open farms, organized agritourist activities, etc.)	28	14	12
Other	21	10	24



34. Please, share with us the most attractive places or events that you think are worth it to be visited in your village (if any):

We enclose a list of the places that people surveyed have provided us:

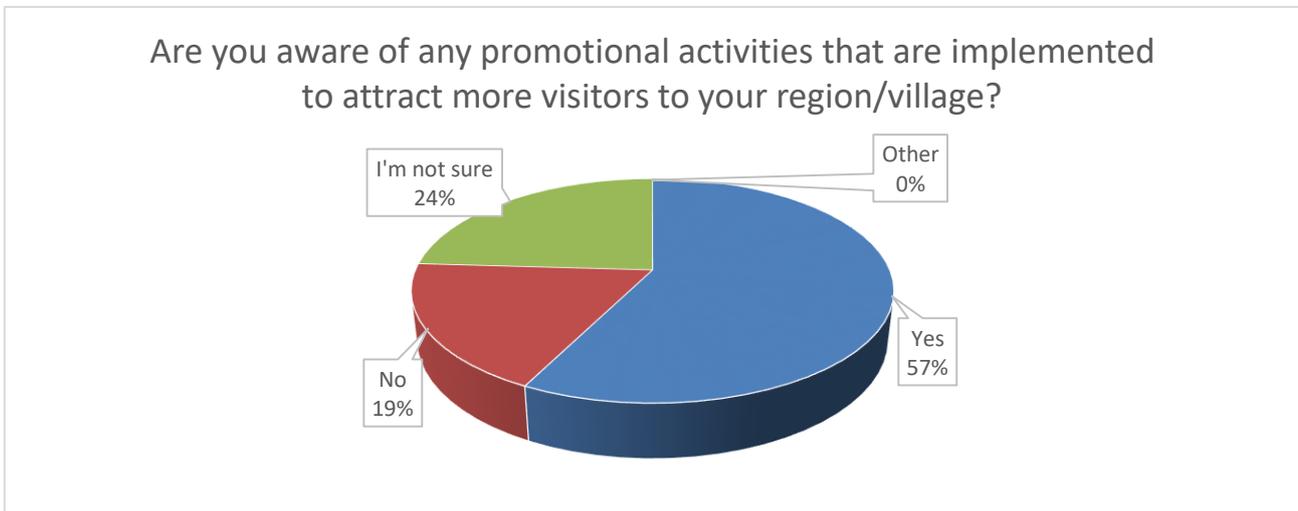
- Stone Monastery in Nuevalos (Monasterio de Piedra)
- Hermitage, church tower, Palace
- Laguna Gallocanta,
- Peracense castle
- Bea botanical route
- Peña Modorra, Museum of the Paleozoic
- Saffron plantation
- Windmill
- Gallocanta lagoon
- Salvador Victory Museum
- Ruffle fields and fairs
- Museums, church of Santa María
- Medievales, Teruel
- Pyrenees
- Albarracín Village
- Port and the cathedral in Valencia
- Bullring
- Plaza la virgen
- Beaches
- Sierra de Amantes
- Historical Monuments Festivals
- Natural resources, the mill with a native variety of Royal olive from Alloza, the gastronomic sessions on the Royal variety.
- Olivar Monastery, Codoñera Pine Forest Routes, churches, fountains, rural heritage in general
- Church of Santa Justa in Maluenda
- Hermitage of the Virgin of Jaraba
- Church of Campillo de Aragón with the replica of the Holy Shroud
- Basilica of the Pilar
- Alfonsadas of Calatayud
- Botanical route
- Maestrazgo
- Matarraña, Teruel
- Javalambre, Teruel
- Motorland



35. Are you aware of any promotional activities that are implemented to attract more visitors to your region/village?

Promotional Activities means activities or communications, by or on behalf of an issuer, that promote or could reasonably be expected to promote the purchase or sale of securities of the issuer.

The people surveyed are aware about the places of interest to discover on your next nearby tourism getaway. The **vast majority** know activities to attract more people to the region, with **56.6%**.



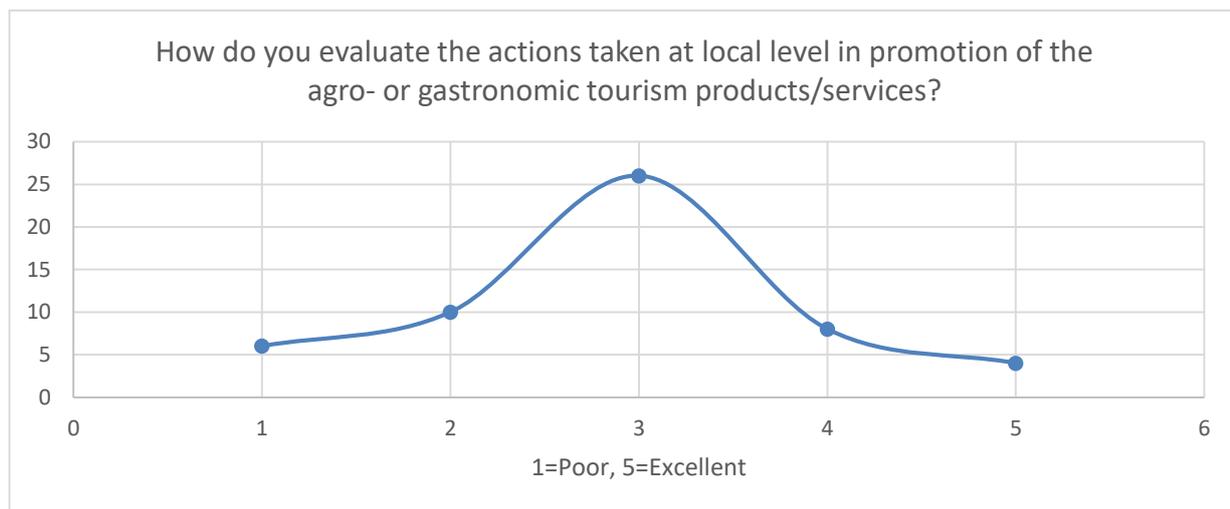
36. How do you evaluate the actions taken at local level in promotion of the agro- or gastronomic tourism products/services? (Please, indicate your answer by using the scale where 1 = Poor and 5 = Excellent)

The scale is a list that establishes the order of importance of the values that each individual sets. Most of the people surveyed, with **48.1%**, believe that the evaluation is a **3**, that is, neither poor or Excellent.

We found the Scale **in the middle**.



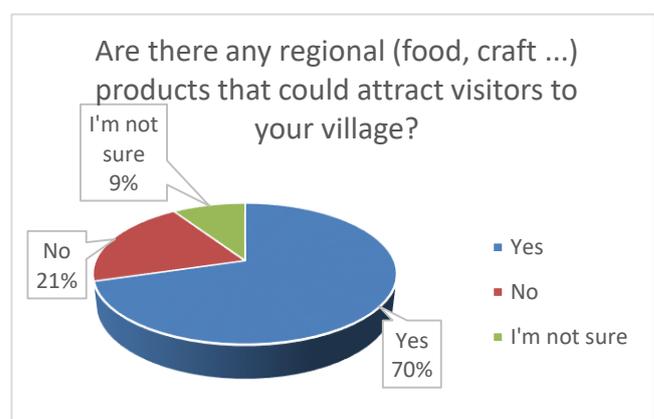
Scale	1 <i>Poor</i>	2	3	4	5 <i>Excellent</i>
Answers	6	10	26	8	4
Percentages	11,1%	18,5%	48,1%	14,8%	7,4%



37. Are there any regional (food, craft ...) products that could attract visitors to your village?

A product is a combination of material and immaterial elements, such as natural, cultural and anthropogenic resources, as well as tourist attractions, facilities, services and activities around a specific element of interest, which represents the essence of the marketing plan for a destination and generates a comprehensive tourist experience, with emotional elements, for potential visitors.

The majority think that **Yes**, there are several regional products to attract visitors.



38. If yes, please share those that you find of more value and you think are known regionally but unknown in the world:

We list the products of the people surveyed:

- Fruits
- Truffle
- Saffron and products with saffron
- Truffle, cheeses, lamb or veal meat, sturgeon.
- Teruel Ham
- Horchata
- Wines, fruits, oils, cheeses...





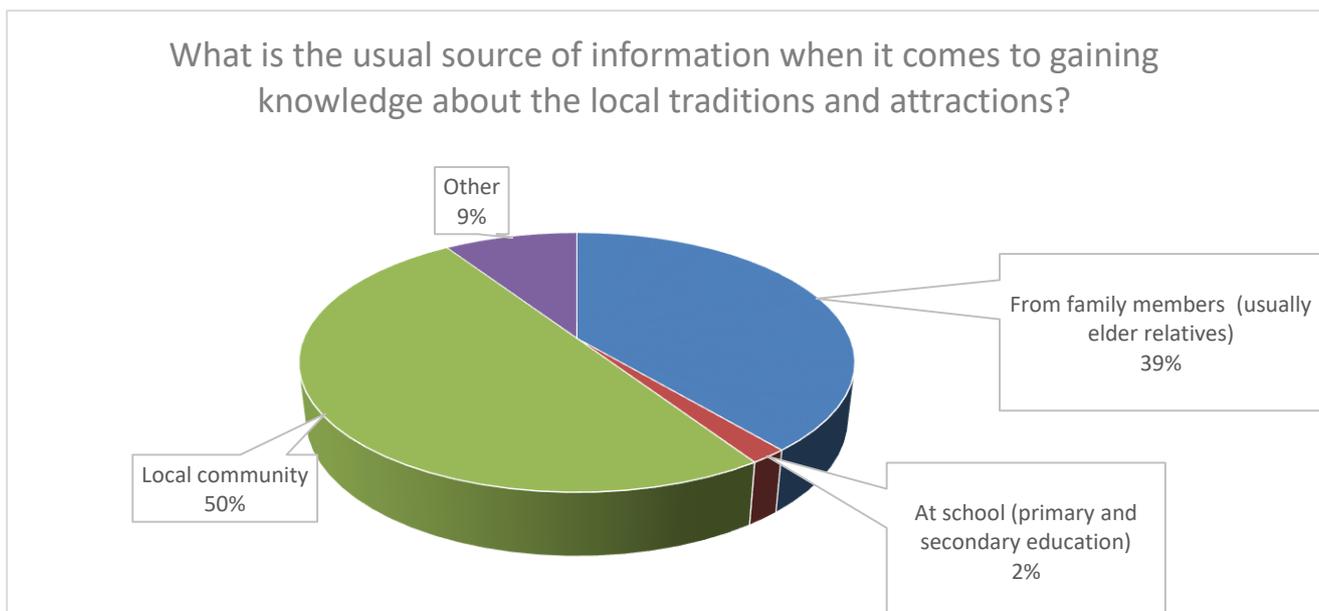
- Native variety of olive Royal de Alloza
- Borage in Aragon,
- Fardels
- Cheese
- Borage, fruits of Aragon
- Lamb from Aragon
- Steers
- Teruel ham, Aragon lamb, truffle
- Ham, Peach, Hiking, Truffle, Cava, Wine, Health Tourism
- Ham, peach, truffle,
- Ham, cheese, jam
- Oil, peach
- Centenary Grenache Salt
- Garnachico,
- Boragecheeses
- Artisan honey



39. What is the usual source of information when it comes to gaining knowledge about the local traditions and attractions?

Tourism is a fundamental pillar for the conservation of natural and cultural heritage, and each of them has learned in a different way.

A half (50%) has learned from **the Local community**, followed by the **38.9%** who have learnt from **family members**, usually elder relatives.

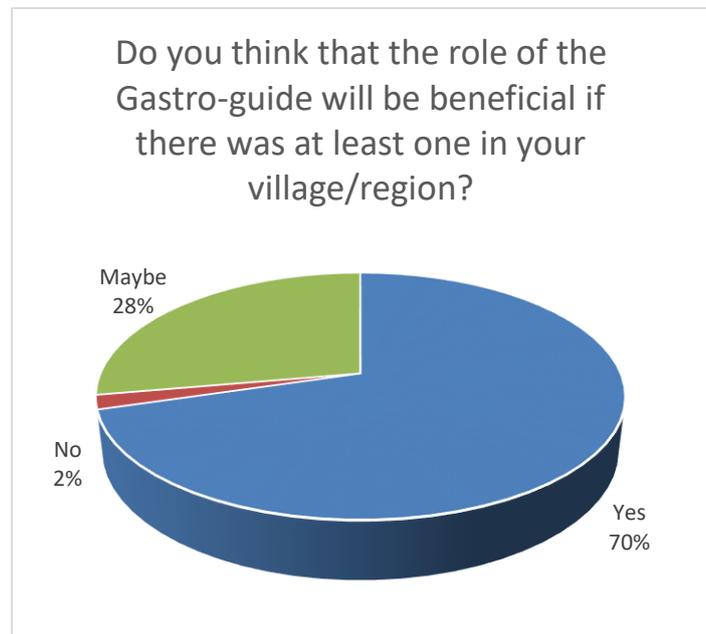




40. Do you think that the role of the Gastro-Guide will be beneficial if there was at least one in your village/region?

Local Gastro-Guides in the main cities will help, because they know the place like the back of their hand, in every detail, and are in charge of carrying out the included visits.

The vast majority of the people surveyed, with **70.4%** of the total, think that it would be **very beneficial to have a gastro guide in their town or region**, and **27.8%** think that maybe it would be beneficial. Only the vast minority, with **1.9%**, think that it would not be beneficial.



41. If yes, please share in what way do you think the Gastro-Guide would be most beneficial for the rural areas in your country?

In this context, gastro-tourism offers "experiences" in a rural environment with opportunities for differentiation, enabling situations of positive interaction with visitors from the cities to sow in them a spirit of care for the natural environment and respect for the local lifestyle.

- Motivation-training companies.
- Value enhancement of our raw materials.
- Advertising and revitalizing the rural world
- Initiatives and activities.
- Change employment and that could be a way out to the formation of the hospitality and tourism cycles.
- Disseminating the traditions of each town and corner
- Promote tourism in the area.
- When promoting a product of km 0 and give importance to the elaboration process.
- Creating local product guides.
- Transmitting knowledge that is being lost, such as typical dishes, places that are not known today or even traditions.
- Flexibility and attention in several populations.
- Value the heritage (specialties, recipes...) and those who make it by hand.
- Disseminator and ambassador of our benefits of tourism-gastronomy.
- Teach new techniques, new culinary culture for restaurants.
- It is a way of power and making the territory known.
- Organizer, promoter and informant.
- Culture wealth.
- It would attract qualified personnel.
- Quality information.
- With information on history and tradition.



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GASTRO-GUIDE

- To generate more quality visitors.
- It would help visitors know more about our customs and our territory.

42. If there is anything else you would like to share with us, please use the place below:

- Local people trained and paid to be able to transmit what we have.
- Congratulations on the initiative, it looks very good.
- I would love to be part of this program, my specialty is gastronomic communication.
- Good job! I think interesting things will come out of this project

Questionnaires summary

Country report

Greece

Partners:

KINONIKH SYNETERISTIKH EPIHIRISI
SYLLOGIKHS KAI KOINONIKIS OFELEIAS
SYN TIS ALLIS

Karaiskou Eleni & Sia O.E.



Country report – Greece

INTRODUCTION

In Greece the research was also done following the pre-agreed methodology and templates, thus online questionnaires were distributed to the target groups. A total of 59 filled questionnaires were obtained as a result of the survey.

Summary of the Responses gathered with the Questionnaire:

Demographic and socio-economy profile and characteristics of the respondents

General information

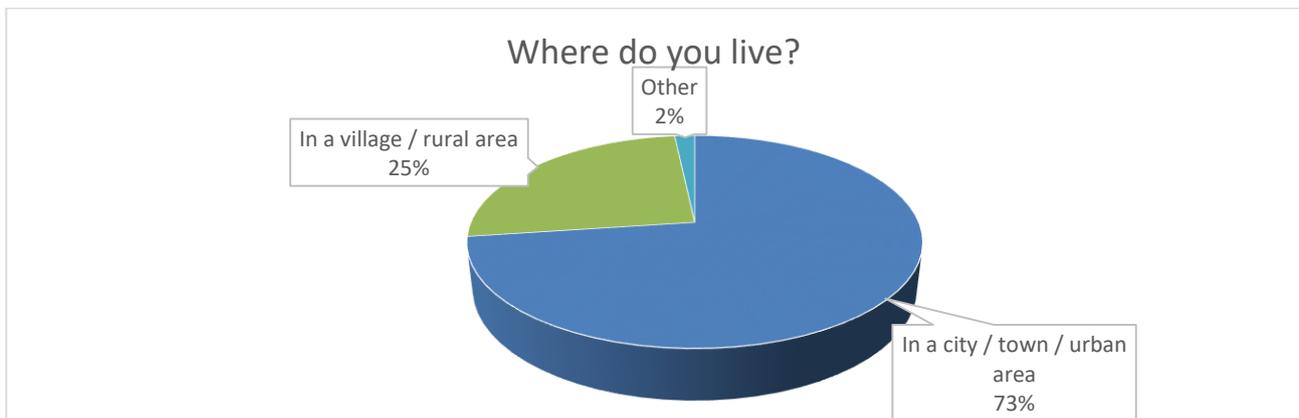
Questions no. 1-3 were aimed at obtaining contact information from the respondents and they were asked to provide their business' name (if any): 19 answers were given.

When asked to point their location in terms of estimating the regions of origin of the respondents (within question no. 4), the answers were coming mainly within the region of Volos, some around the capital – Athens, and other parts of Greece, such as Riyadh, Portaria, etc.

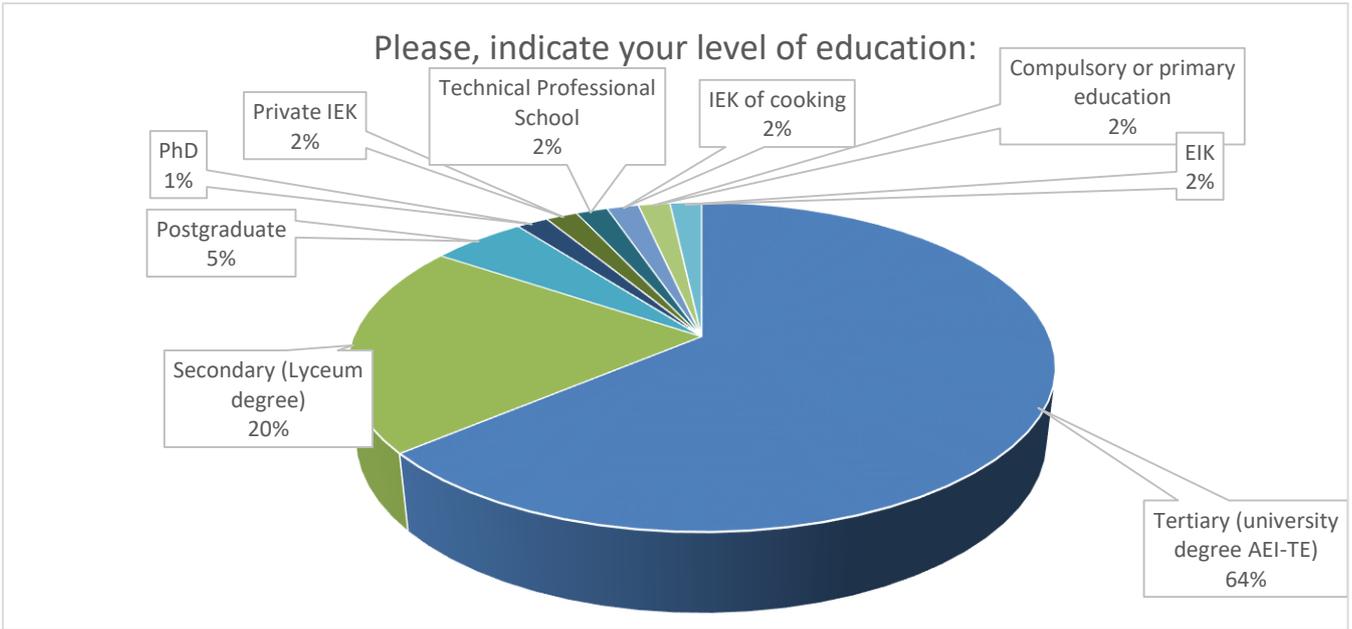
Background:

Next, the following results were obtained, presented in a graphic format:

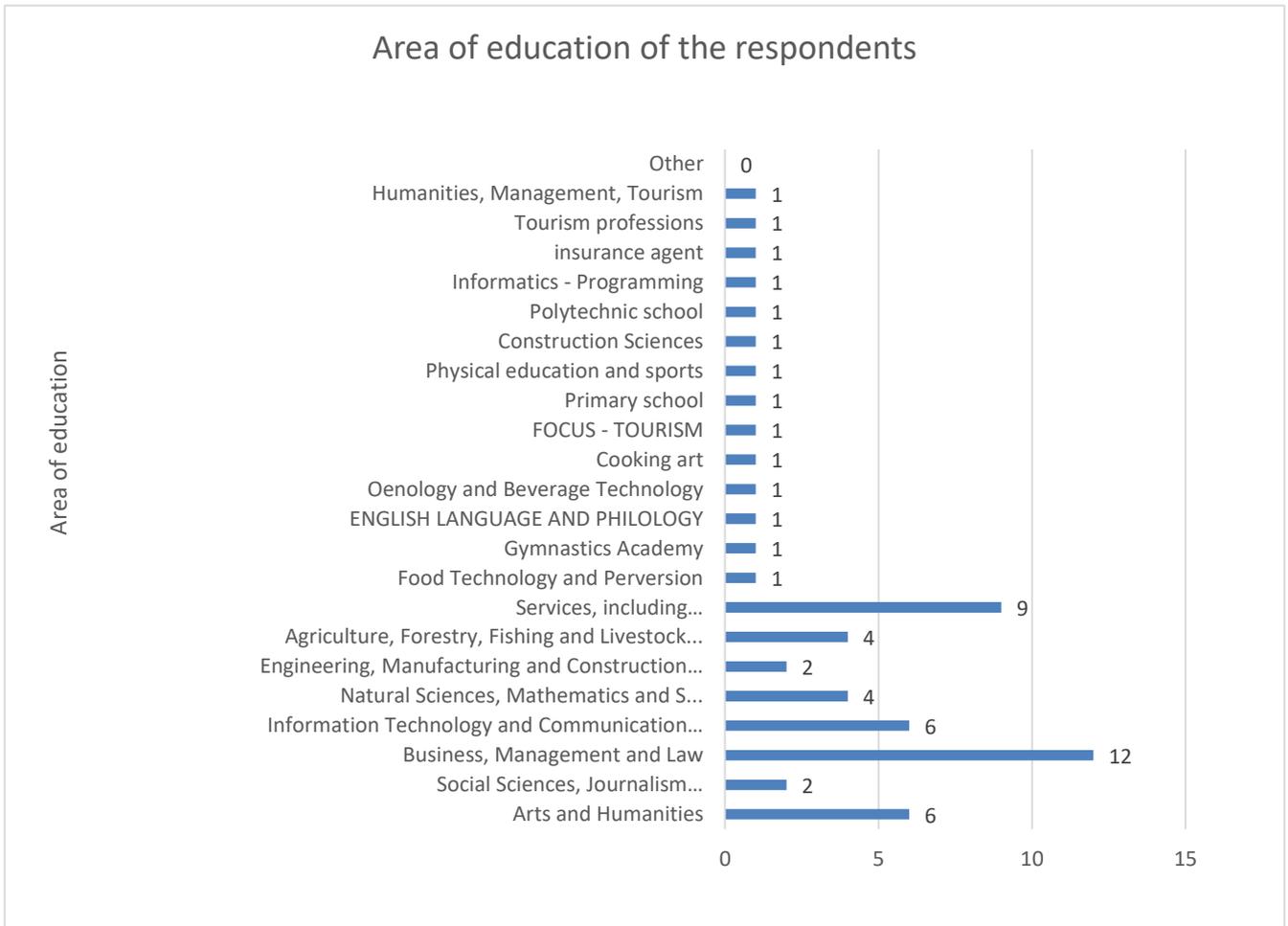
5. Where do you live?



6. Please, indicate your level of education:

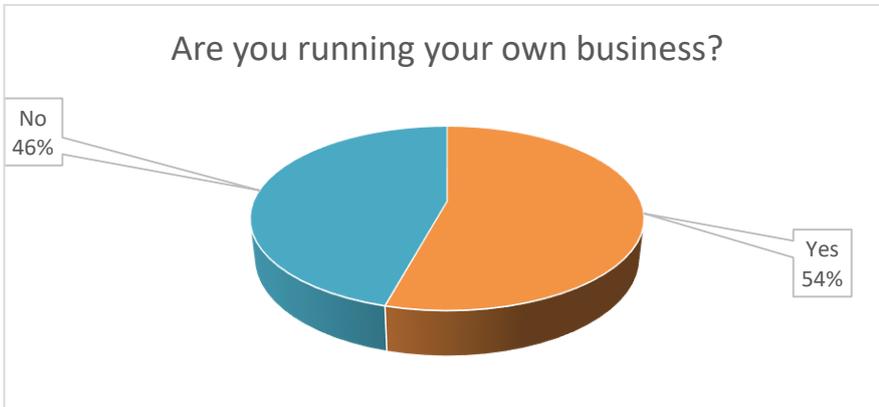


7. Please, indicate the field of your education and/or training:

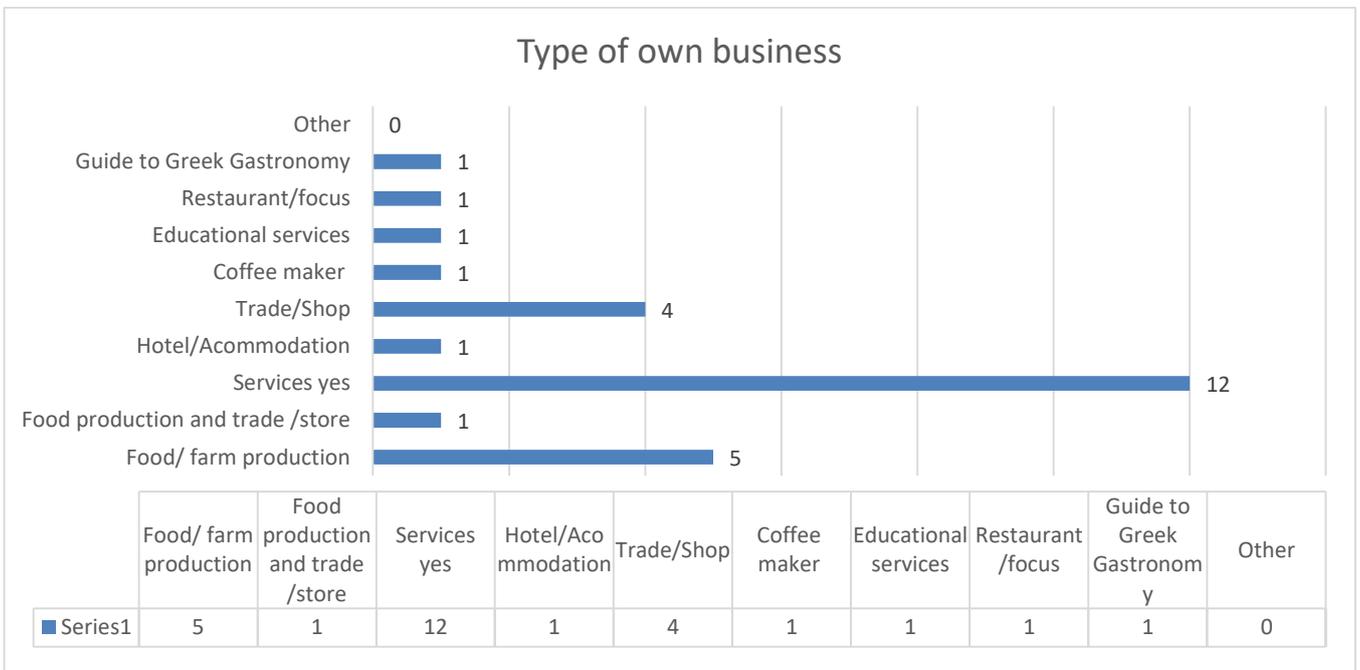




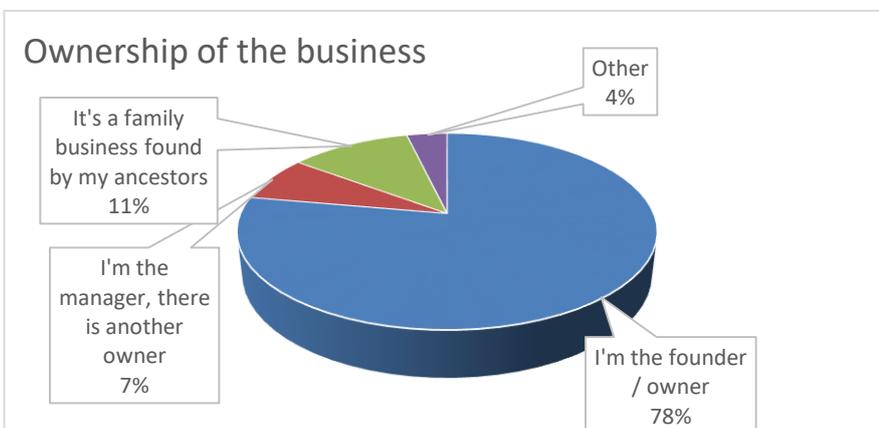
8. Are you running your business?



9. What type of business are you running?



10. Did you found it or you inherit it?





11. For how long are you running this business? (Please, fill in the blank, in number of years)

Years	15
Years	7
Years	8
Years	21
Years	11
Years	2
Years	3
Years	14
Years	5

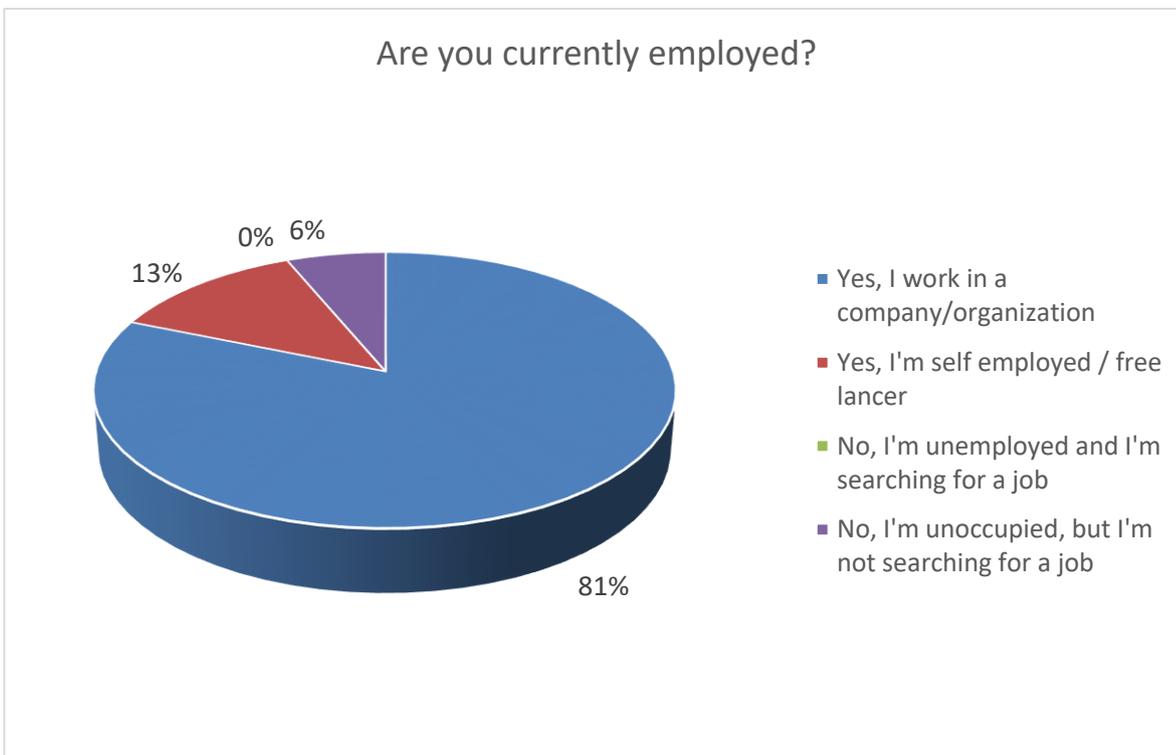
Years	1
Years	42
Years	25
Recently Founded	1
Years	22
Years	13
Years	6
Years	18
Years	4

12. How many employees are currently work in the business? (Please, fill in the blank in number of people hired in your company)

No. of employees	9
No. of employees	1
No. of employees	27
No. of employees	7
No. of employees	5
No. of employees	2
No. of employees	3

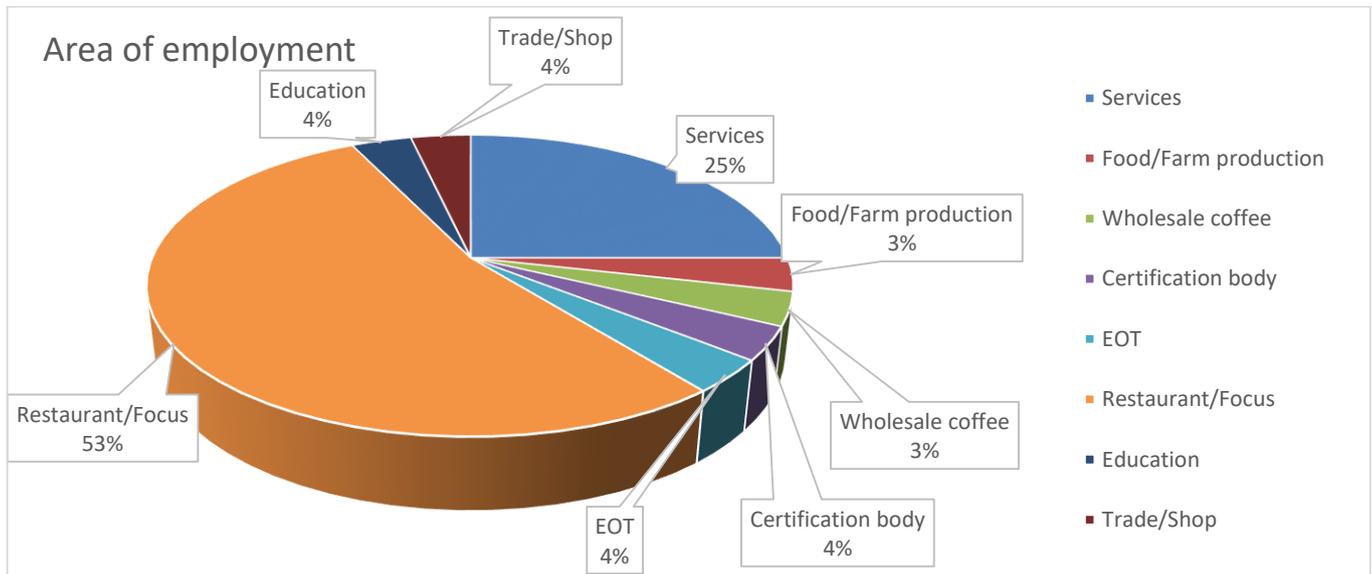
No. of employees	10
No. of employees	12
No. of employees	6
No. of employees	8
No. of employees	0
No. of employees	130

13. Are you currently employed?





14. What is the area of operation of the company you are working in?



15. What is your current occupation?

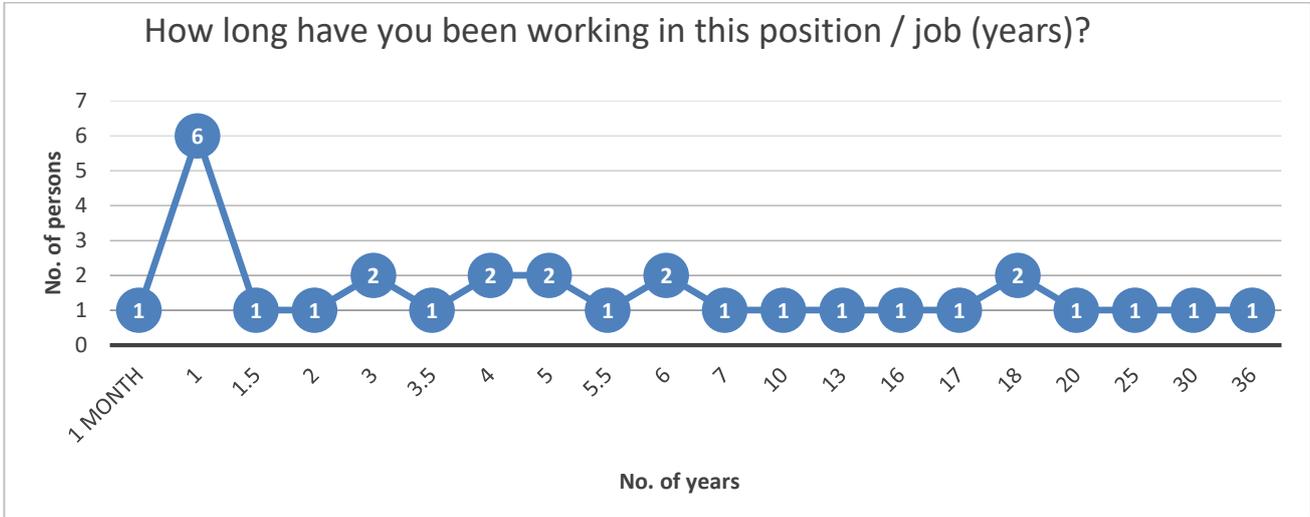
- | | | |
|------------------|-------------|------------------|
| Programmer | Farmer | Tourist |
| Internal quality | Waiter | Freelance |
| Wholesale | Barista | Informatics |
| Chief inspection | Cook | Professional |
| Inspector | Economist | Bartender |
| Cupbearer | Seller | Private employee |
| Englishman | TECNOLOGICA | Financial |

16. What is your position in the company?

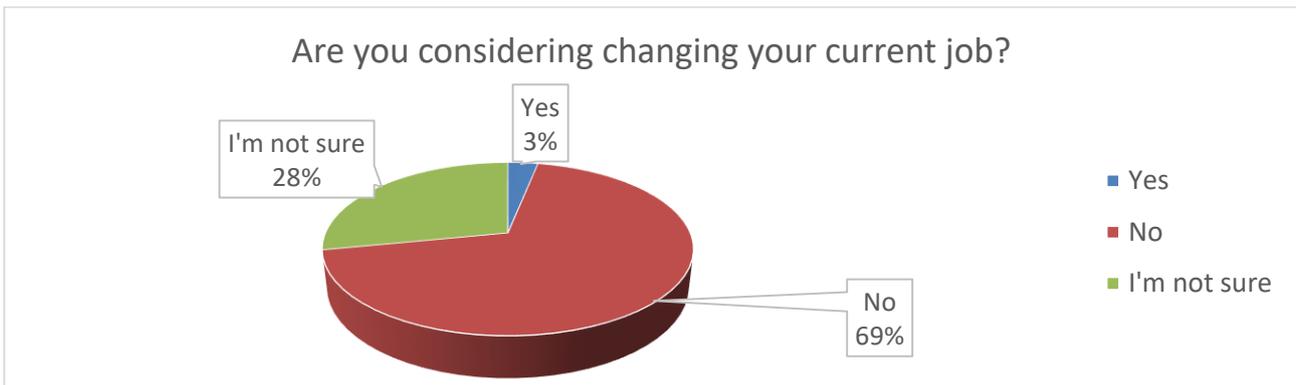
- | | | |
|------------------|------------|-------------|
| Technical | Manager | Waiter |
| Mid management | Cook | Founder |
| Sales | Customer | Guide |
| Chief inspection | Seller | Bartender |
| Employee | Service | Project |
| English teacher | TECHNICAL | Ergasomenos |
| Businessman | Organizing | Research |



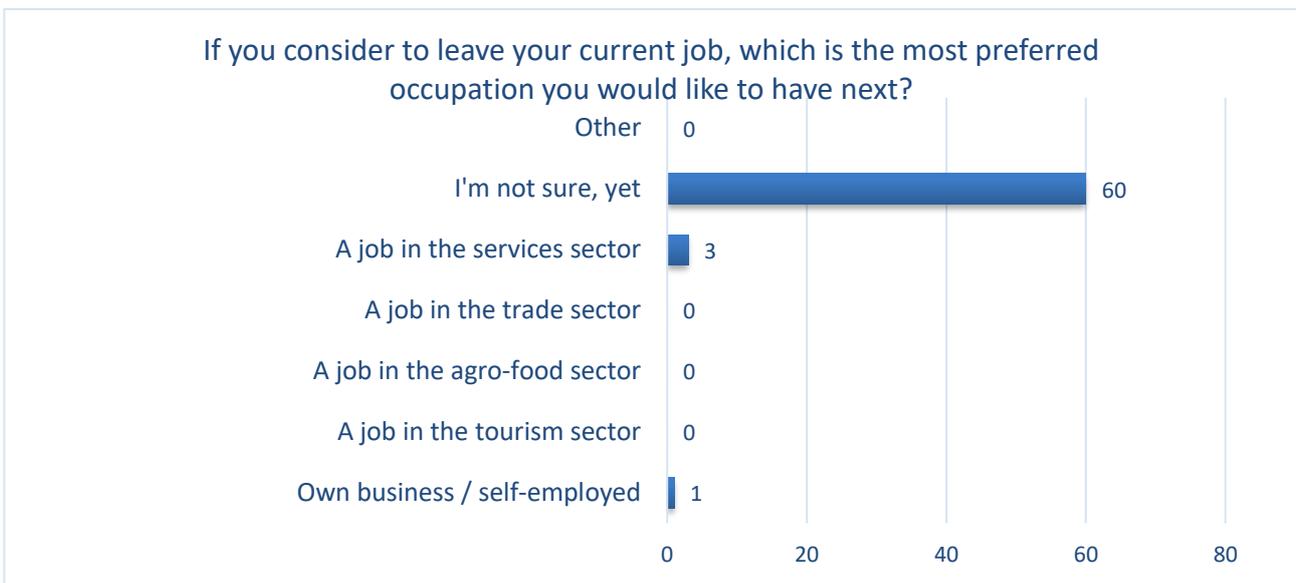
17. For how long have you been working on this position / job (Please, fill in the blank in number in years)?



18. Are you considering change of your current job?



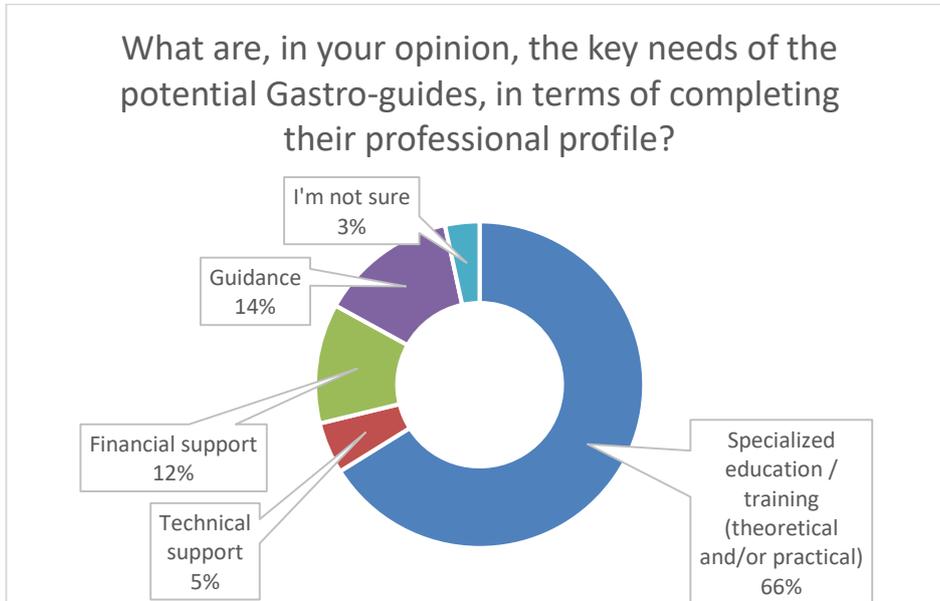
19. If you consider to leave your current job, which is the most preferred occupation you would like to have next?





Gastro-Guide's profile

20. What are, in your opinion, the key needs of the potential Gastro-Guides, in terms of completing their professional profile?

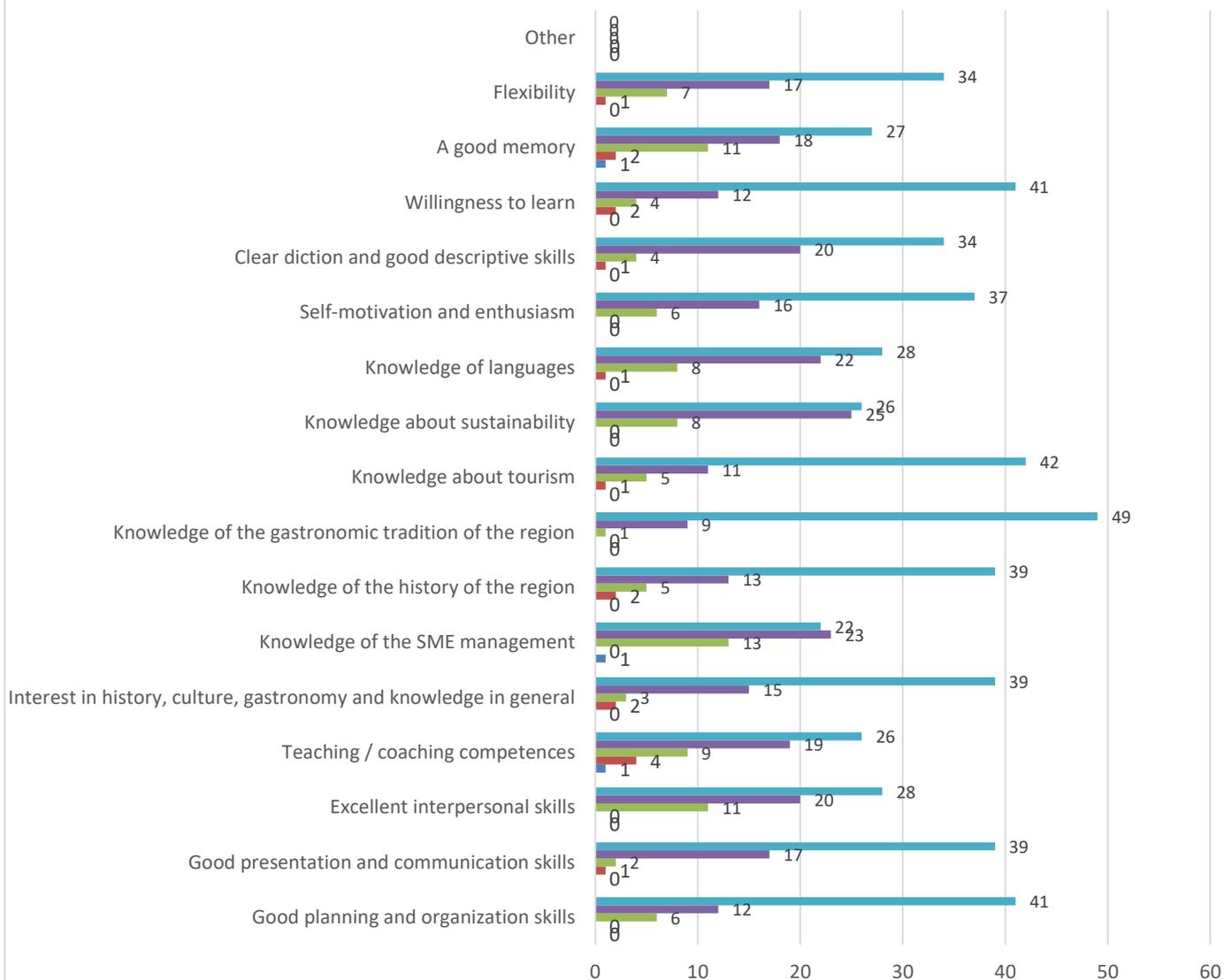


21. What are, in your opinion, the most important competences for the Gastro-Guides to be able to successfully implement their role?

(Please, mark your choice in the table where 1 = not important and 5 = very important.)



What are, in your opinion, the most important competences for the Gastro-guides to be able to successfully implement their role?



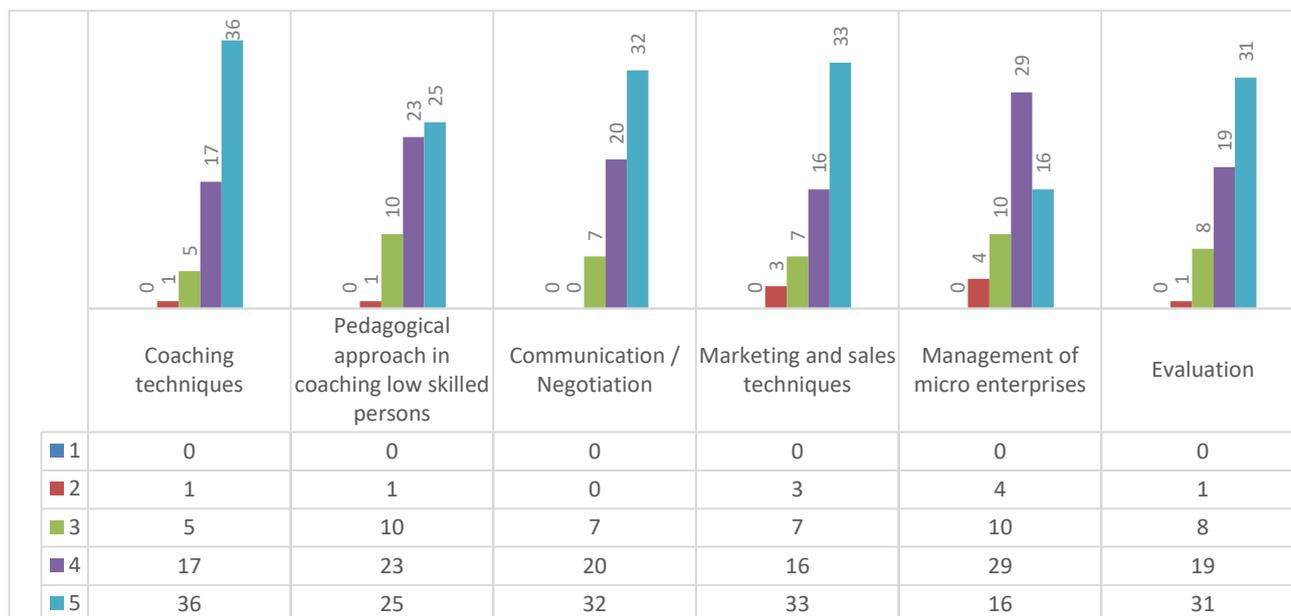
	Good planning and organization skills	Good presentation and communication skills	Excellent interpersonal skills	Teaching / coaching competences	Interest in history, culture, gastronomy and knowledge in general	Knowledge of the SME management	Knowledge of the history of the region	Knowledge of the gastronomic tradition of the region	Knowledge about tourism	Knowledge about sustainability	Knowledge of languages	Self-motivation and enthusiasm	Clear diction and good descriptive skills	Willingness to learn	A good memory	Flexibility	Other
■ 5	41	39	28	26	39	22	39	49	42	26	28	37	34	41	27	34	0
■ 4	12	17	20	19	15	23	13	9	11	25	22	16	20	12	18	17	0
■ 3	6	2	11	9	3	13	5	1	5	8	8	6	4	4	11	7	0
■ 2	0	1	0	4	2	0	2	0	1	0	1	0	1	2	2	1	0
■ 1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0



Gastro-Guide Training Course

22. Please, rate the training modules listed below by their importance and usefulness for the preparation of the future Gastro-Guides?

(Please, mark your choice in the table where 1 = not important and 5 = very important.)

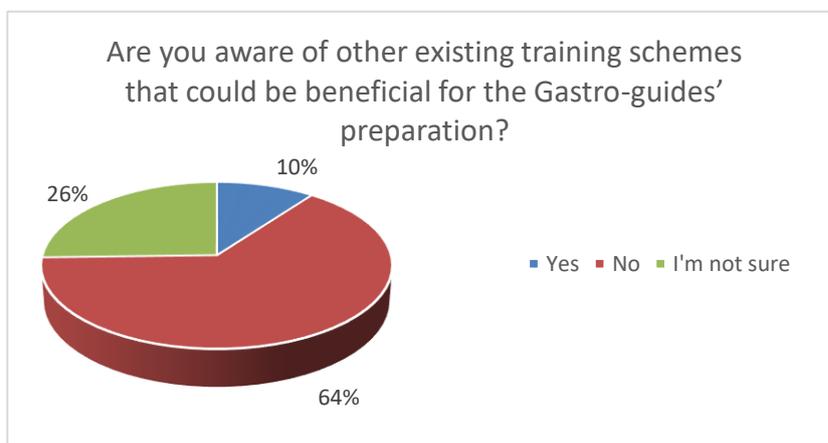


23. Are there any other training modules that you think would be useful for the Gastro-Guides' preparation?

Most common suggestions given were:

- Modern practices of producing innovative products based on local productive wealth
- Knowledge of competing areas of domestic and foreign tourism development
- Environmental knowledge
- Processing and product promotion techniques
- Financial tools and Security issues
- Good knowledge of digital media
- Training modules in order to acquire skills for creating high quality experience with the provided services

24. Are you aware of other existing training schemes (for basic or extended competences) that could be beneficial for the Gastro-Guides' preparation?





25. Please, share the training programs that you are aware of and could be beneficial for the preparation of the Gastro-Guides, e.g. educational programs, professional courses, informal courses, etc.

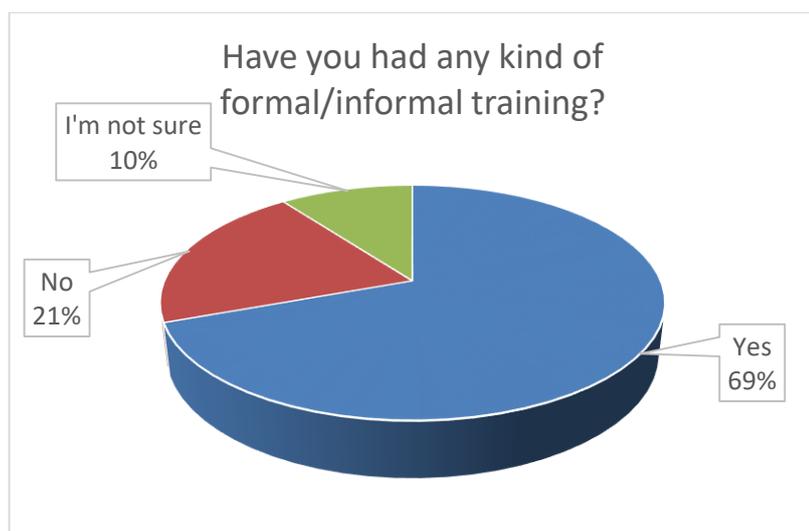
- InnoDairyEdu
- Knowledge of cooking and pastry oenology
- Seminars in cooperatives to producers
- National school program for the gast tourism development
- Local quality (not curriculum but it presents a collective effort that manages the reputation, history and environment of each area)

Potential Gastro-Guides

26. Are you interested in being involved in a training for a Gastro-Guide?

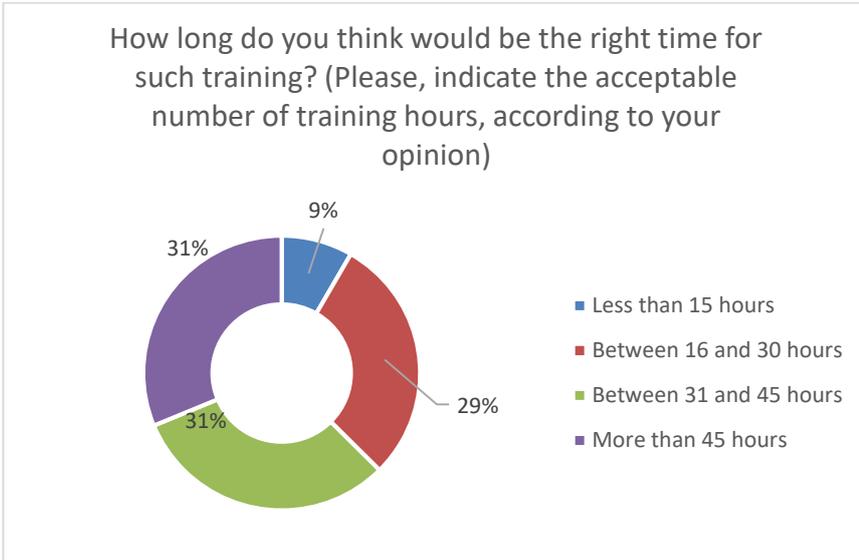


27. Have you had any kind of formal/informal training that leads to the acquisition of competences that could be beneficial for the Gastro-Guide profile - e.g. communication skills, organizational skills, teaching skills, etc.?

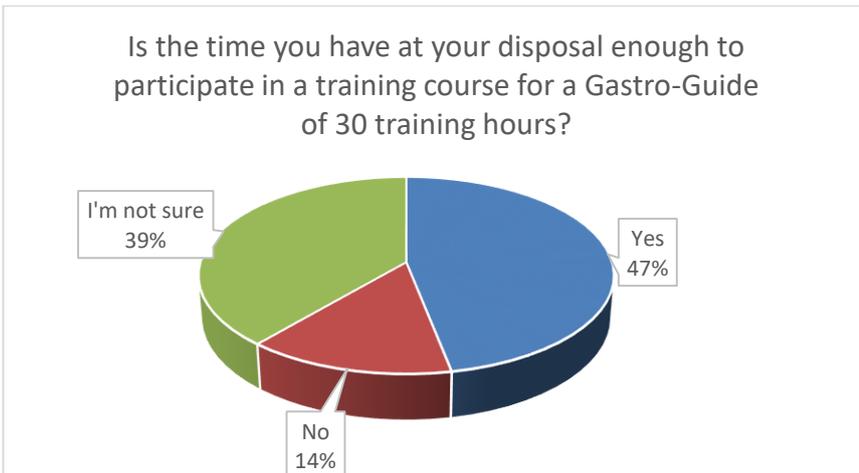




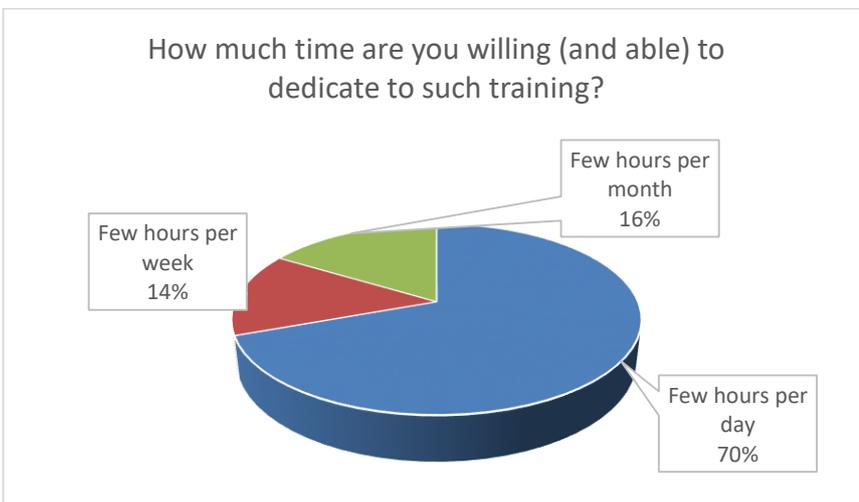
28. How long do you think would be the right time for such training?



29. Is the time you have at your disposal enough to participate in a training course for a Gastro-Guide of 30 training hours?

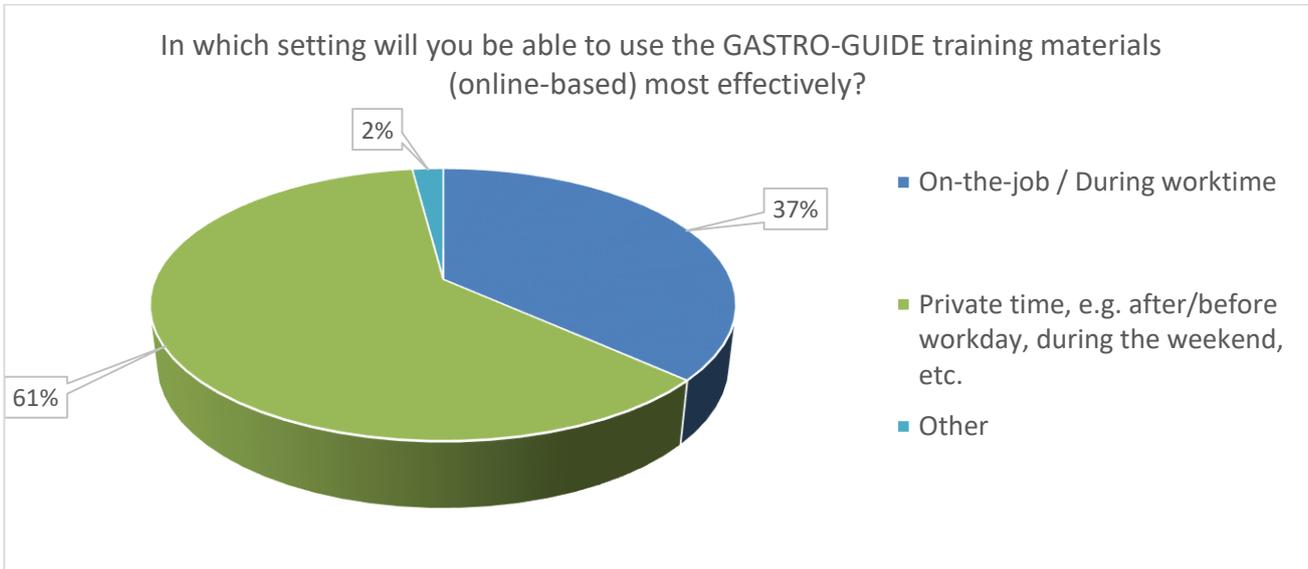


30. How much time are you willing (and able) to dedicate to such training?

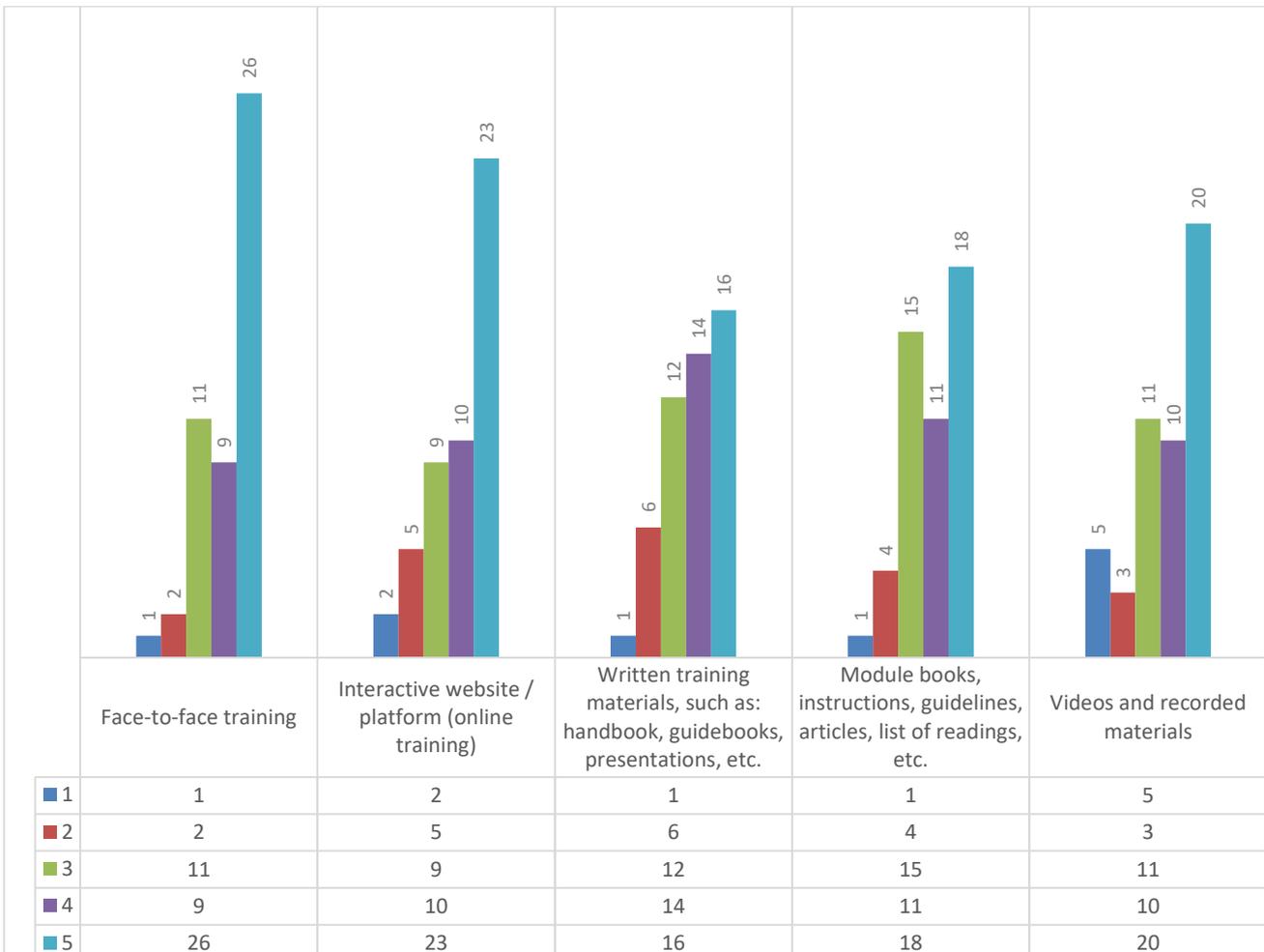




31. In which setting will you be able to use the GASTRO-GUIDE training materials (online-based) most effectively?



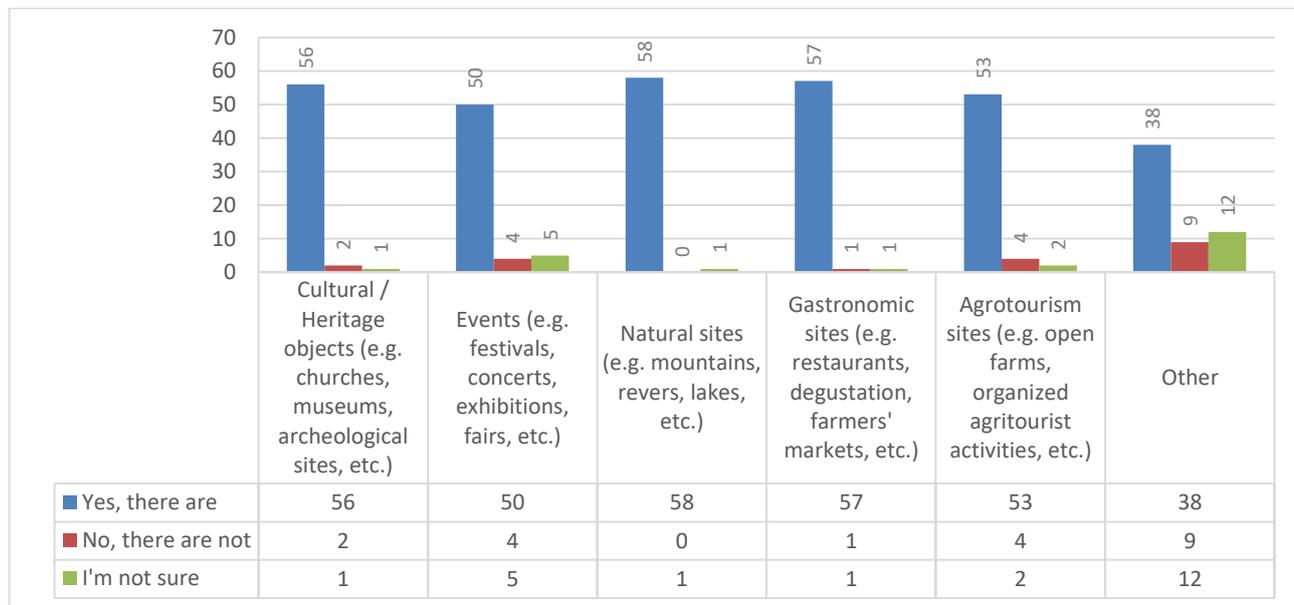
32. How would you like to receive information/training on these topics? (Please, rate the suggested types of training materials, where 1 = not preferred and 5 = most preferred)





Local Knowledge and Potential

33. Are you aware of any interesting attractions that could be visited or explored in your village? Please, mark your answers in the table:

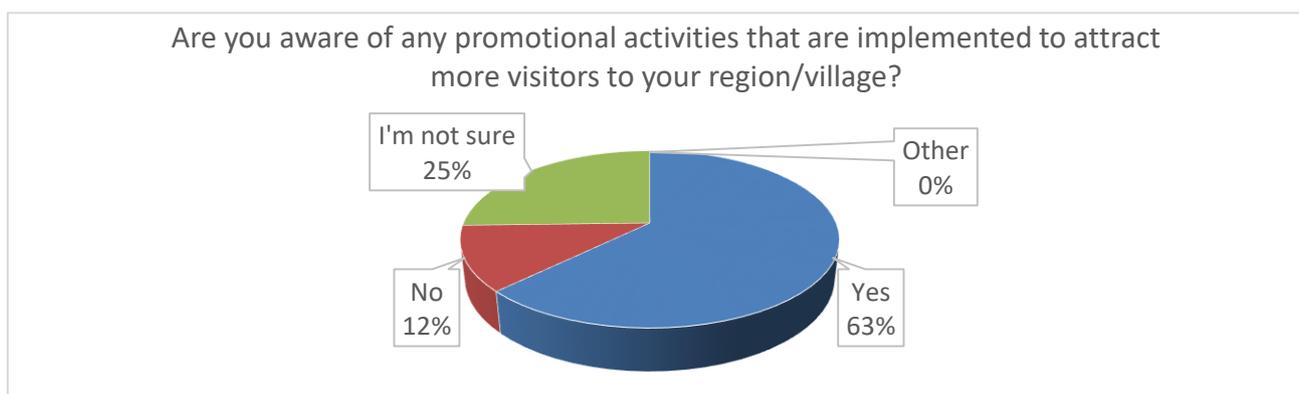


34. Please, share with us the most attractive places or events that you think are worth it to be visited in your village (if any):

Suggestions given from the most popular to the less mentioned answer:

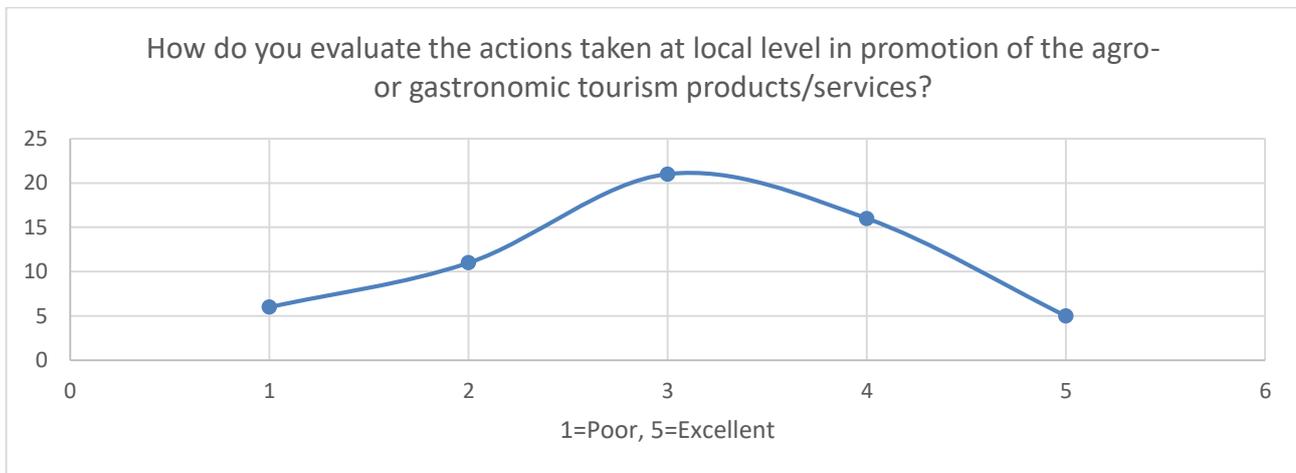
1. Karaiskos Farm
2. Centaurs trail
3. Traditional villages with unique architectures and natural beauty, such as Portaria, Makrynitsa, Argalasti, Lefokastro etc.
4. Pelion Gastronomy Festival
5. Representation of a traditional Pelion wedding
6. Pelion Truffles' Festival (south Pelion)
7. Patistis Winery

35. Are you aware of any promotional activities that are implemented to attract more visitors to your region/village?

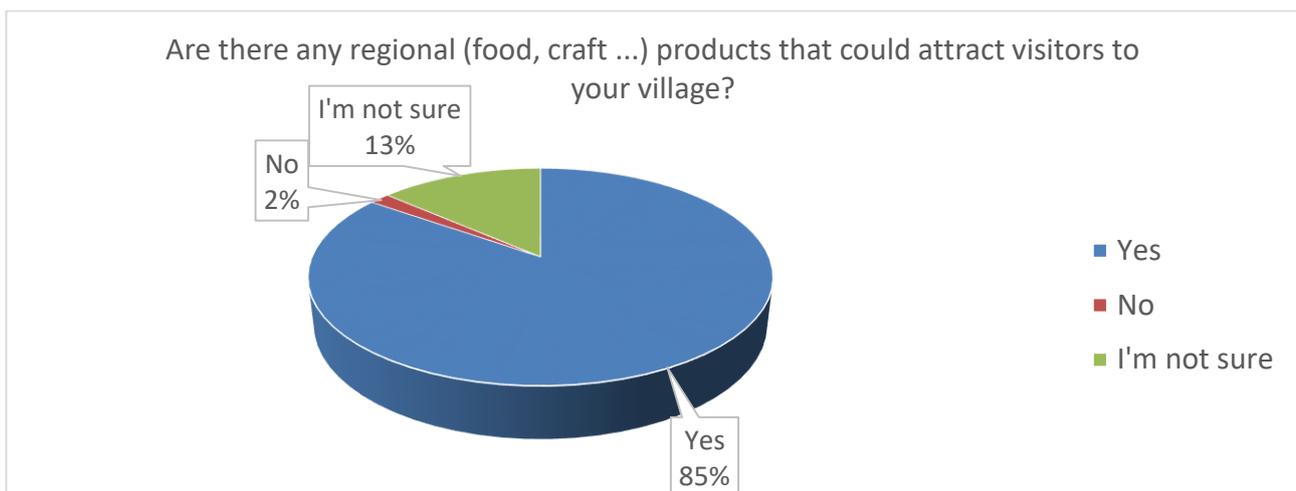




36. How do you evaluate the actions taken at local level in promotion of the agro- or gastronomic tourism products/services? (Please, indicate your answer by using the scale where 1 = Poor and 5 = Excellent)



37. Are there any regional (food, craft ...) products that could attract visitors to your village?



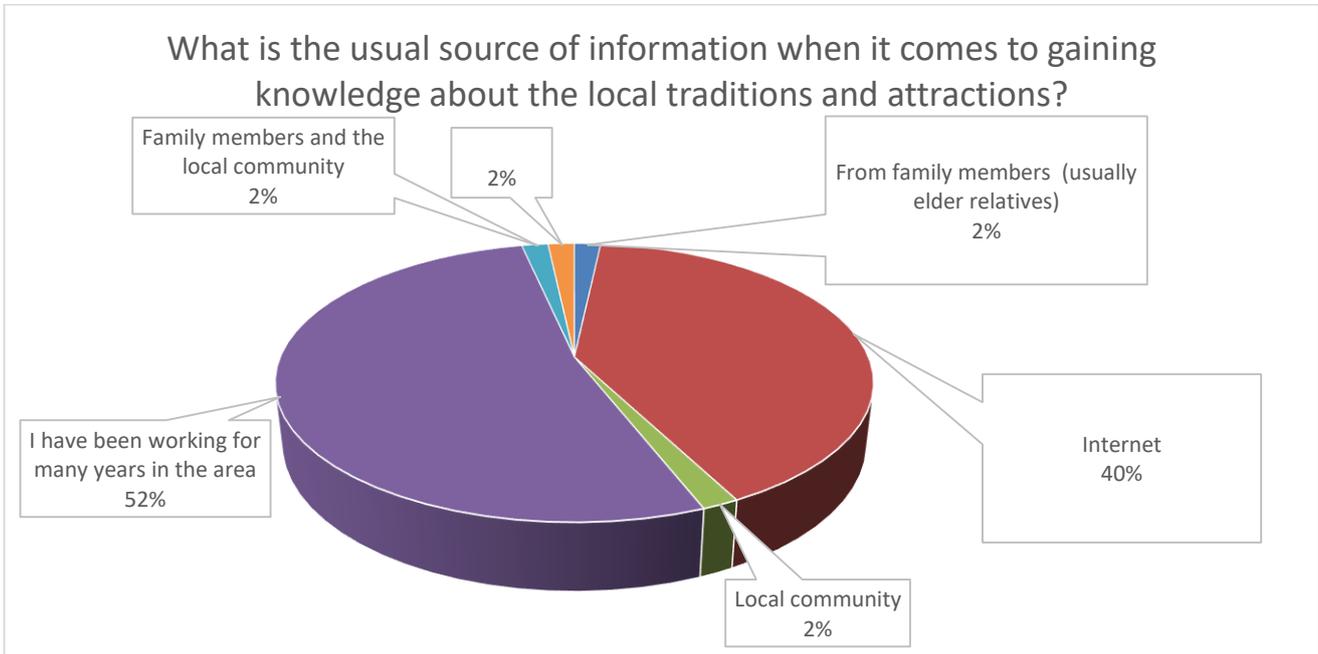
38. If yes, please share those that you find of more value and you think are known regionally but unknown in the world:

A lot of products were given, with the most common answers to be:

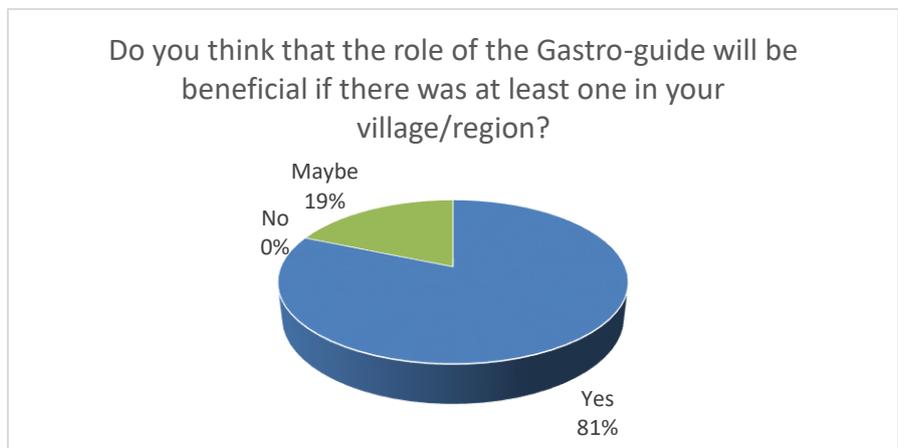
- Wines
- Olive oil
- Black Garlic
- Honey
- Traditional pies from local ingredients
- Almond oil
- Lupins
- Fig's processing for multiple products (eg. spoon sweets or honey from figs)
- Pelion traditional cheese
- Silk



39. What is the usual source of information when it comes to gaining knowledge about the local traditions and attractions?



40. Do you think that the role of the Gastro-Guide will be beneficial if there was at least one in your village/region?



41. If yes, please share in what way do you think the Gastro-Guide would be most beneficial for the rural areas in your country?

- ✓ Guiding farmers in experimental crops based on global trends, developing and strengthening a culture of quality of agricultural production
- ✓ Informing mainly the young people of the region so that they stay in it and develop it
- ✓ Monthly workshops with professionals in the region concerning information on new trends in tourism and gastronomy
- ✓ To indicate the right ways of cultivating, products and foods promotion in the respective professionals of the region
- ✓ Public promotion



Survey's short analysis

A total of 72 respondents participated in the survey. Finally, 57 questionnaires were selected after the rest were judged as incomplete and without substantial contribution to the purposes of the research. We present these results together with a brief analysis that aims to explain the results in relation to the peculiarities of the region and our country.

1. In the first section (questions 1-4) general information is sought on the identity of the respondents in the survey. This information concerns name, home / work address, country of residence and contact details.

2. In the second section (questions 5-8) we look for information about the residence, education and work of the respondents.

- Most of them (73.7%) live in the city and in the suburbs. It is common, due to the short distances, to work in the neighboring villages and to deal with the local communities and their problems.
- A large percentage holds a University degree (63.2%). Main areas of employment are: Services, including travel, tourism and leisure and in Business Administration in general. Professions are also mentioned in sectors such as Information and Communication Technologies, Georgia-Forestry, Fisheries-Veterinary, Arts-Humanities.
- About half of the respondents (45%) are founders and owners of their businesses.

3. In the third section (questions 9-12) we look for information about those who run their own business. In detail, the respondents mainly deal with Services (42%) and Food-producing / farm, Restaurant / eating establishment, Trade / shop,

The largest percentage, in the way the business was founded, belongs to the founders / owners with 45%, and to the family businesses with 35%.

Respectively the years they run a business are divided into over 12 years and under 8 years.

The employees employed are usually from 1 to 3 in a very large percentage. It happens because there are many family businesses and all family members are employed informally.

4. The fourth section (questions 13-19) refers to those who are employed as employees and presents the largest percentage of those who work in companies / organizations. A small percentage indicates unemployment (official unemployment in Greece is at 13% but among young people it is much higher).

The employment sectors are in order of size: catering / food 48% and services 24%.

Main occupation is mainly: waiter, baristas, cook.

The years of work range from 1 to 30 while most respondents do not want to change jobs (67.7%) and if it happens they are not sure which job they will choose immediately after (60%). However, those who want to change jobs prefer a position in the Services sector (30%).

5. The fifth section (questions 20-24) refers to the profile of the gastro-driver and the qualifications that the respondents consider that he should gather.

The most popular answer is: Specialized education / training (theoretical and / or practical with a rate of 68.4% and the answer follows "I'm not sure" (14%).

Question 23 "Are there any other training modules that you think would be useful for the Gastro-Guides' preparation?" the most people (66,7%) answered: "we don't know" and the 2nd answer is: "I'm not sure".

6. In the sixth section and question 25 it is requested to mention the knowledge of educational programs for gastro-drivers.



The main programs mentioned:

- InnoDairyEdu
- Knowledge of cooking and pastry oenology
- Seminars in cooperatives to producers
- National school program for the gast tourism development
- Local quality (not a curriculum but it presents a collective effort that manages the reputation, history and environment of each area)

7. The seventh section (questions 26-32) refers to the analysis of the respondents' interest in education and employment as a gastronomic guide in local communities. Detailed information is required on the availability and willingness of potential trainees as well as technical details about the training they will receive.

Percentage of 42.1% of the respondents answered that they want to participate in the training of the Gastro-Guide and a percentage of 40.4% answered "maybe".

Percentage of 68.1% of respondents answered that they have training skills, they wish to receive additional training over 45 hours per week (42.9), they have enough time for a 30-hour training program (50%), they prefer to spend a few hours per week (72.3%) from their private time (61.7%).

The two highest percentages are for face-to-face and via video / recording materials training.

8. The eighth section (questions 33-39) refers to information about the local cultural and traditional culture as well as general information about the efforts made to increase the site's traffic and the possibilities of recognizing the place as a gastronomic and cultural destination.

Churches
Pelion marriage
Musical village of Agios Lavrentios
Zagora Library from 16 century
Agora 1955
DOUBLE CAYS
SALE SHOPS WITH LOCAL PRODUCTS
The house of George Papanikolaou (Pap test)
Volos City Museum
Folklore customs
MUSEUMS - EXHIBITIONS
Pope Mill Art Festival
The Richt
Archaeological Museum of Volos
Trails with views
Tsipouro Celebration
wineries, 10 taverns, 8 monasteries, 5 festivals in Paros.
Popular Markets - Volos Fish Market
Argalasis Visiting Winery
All Pelion each village for its own reason. The city of Volos every season. With its top spot on Anavros Beach and the Plaques where winter summer the winter and urban swimmers gather. This is the city with the 2nd after the School of Testing Pool in Greece.
Almost in all the large villages of Pelion there is something to see with each village being special. You visit.
Argalasti, Lefokastro, Theotokou Beach, Lyris, Troufas N. Piliou Festival, Patistis Winery
Centaur's Trail, Church of Agios Nikolaos, Church of Panagia Portareas, Kritsa Restaurant
Centaur's trail, Pelion marriage



Events

- CayedNamas (Water -themed Events)
- The traditional seed and ecological Baxte
- Canomeographic virus
- From Fire and Petra (Stone Traditional Furnaces)
- Terostatically (Clean Monday)

PARTS

- Bone of the area
- Historical, Cultural and Cultural Importance (Source Village, Kammenos House of Torture During Civil War, Small Free Libraries)

In the city of Volos there is a rich cultural reserve, public and private museums, gastronomic tradition, natural wealth and a multitude of organized actions in nature (near Pelion) athletic and recreational interest.

Karaiskos Agritourism

Karaiskou Farm

MAKRINITSA - TSAGARADA - MILLES - PORTARIA

Mountain

Music Festival, Village Ψ, Festivals,

Organized Camping in Nature and Out on beautiful beaches.

Portaria - Makrinitza

Portaria two -month -old Stagans

Restaurants with traditional dishes of mountain tours on the mountain of Centaurs, a representation of a racing car, sports competitions, sporting events, winemaking screenings through festivals.

TRIKERIOTIKI WEDDING

Village square

9. Finally, questions 40-42 ask for some information in general about the usefulness of the Gastro-Guide in the local communities and other any remarks or notes.

GENERAL CONCLUSIONS FROM THE ANALYSIS OF THE QUESTIONNAIRE:

The analysis of the questionnaires shows that we can focus on some very specific conclusions.

1. Many of the people who live in small provincial towns and suburbs maintain contact with the villages in the rural areas since they own real estate there, often visit them, often work there (restaurant, tourism, farms, etc.) they are generally interested in life in these areas and actively participate in the daily life and the usual problems of the area.
2. A large percentage of enterprises belong to the category of very small and small enterprises and about half of them are initially established by residents or they are family enterprises. Many of these local enterprises employ 1-3 employees. Many of the employees are employed in these companies for a long time. Many members of the families who own the companies are also employed.
3. The educational level of these citizens is high and most of them have been trained in skills related to their work and interests.
4. The profession / occupation of Gastro-Guide is neither known nor common. The professional needs for the information and support that a Gastro-Guide needs and can provide are covered so far occasionally and without a program and organization by all the residents and businessmen of the area.



**Co-funded by
the European Union**



GASTRO-GUIDE

5. A large percentage of respondents answered that they would like to participate in the training of a Gastro-Guide and could spend time from work or daily life to attend a similar process. Many of them believe that the Gastro-Guide should be trained in multiple areas and especially in the way of life, the cultural tradition, the sights of the area but also in matters of human behavior and public relations.
6. The inhabitants of the surveyed areas appear knowledgeable of their place, they know very well their traditions and consider that there are many attractions, events and traditions, mainly in the field of agri-food and catering / reception / accommodation, which can stand out and offer a pleasant environment for all kinds of visitors.

Questionnaires summary

Country report Bulgaria

Partner:
Culinary Arts and Hospitality Association
(CAHA)



Country report – Bulgaria

INTRODUCTION

The survey has been implemented through the distribution of questionnaires to the project target groups representatives, mainly among workers and entrepreneurs in the agri-food, hospitality and tourism sectors, as well as people who live or are related to rural areas.

The survey has been answered by 50 different people in Bulgaria, most of them living in rural areas, but also representatives of a few business entities operating or related to the regions.

Summary of the Responses gathered with the Questionnaire:

Demographic and socio-economy profile and characteristics of the respondents

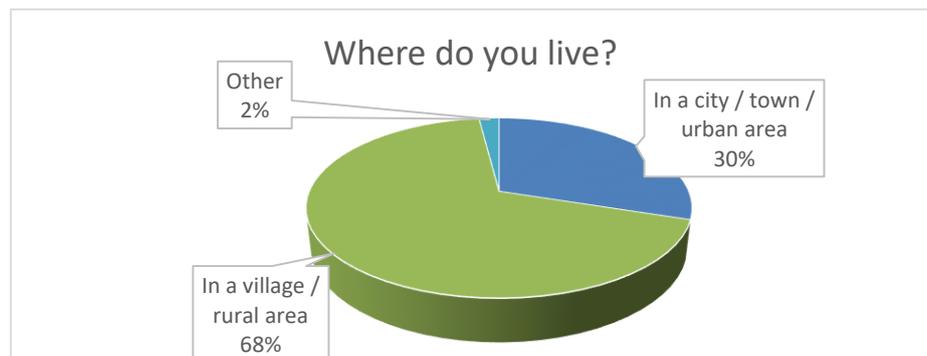
General information

The first section of the questionnaire was dedicated to collecting general information regarding the respondents and possibly their contacts, so they may be addressed further by the project team in connection to the project. Only 3 companies' representatives decided to provide us with their business' and among the positions listed by the respondents hotel administration and management were mentioned, as well as farmers.

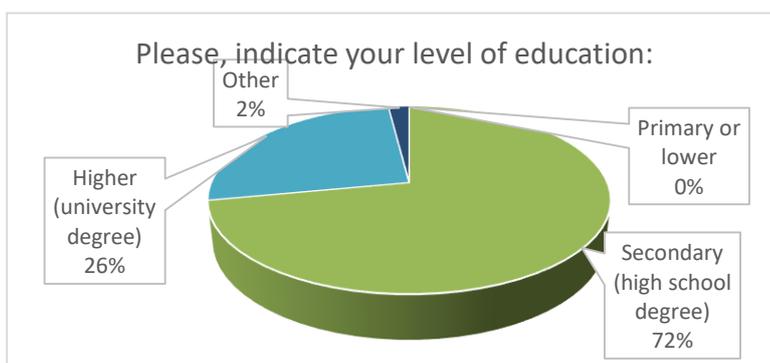
Background

5. Where do you live?

50 responses were received, positioning the majority of the people as residents of rural areas across Bulgaria.



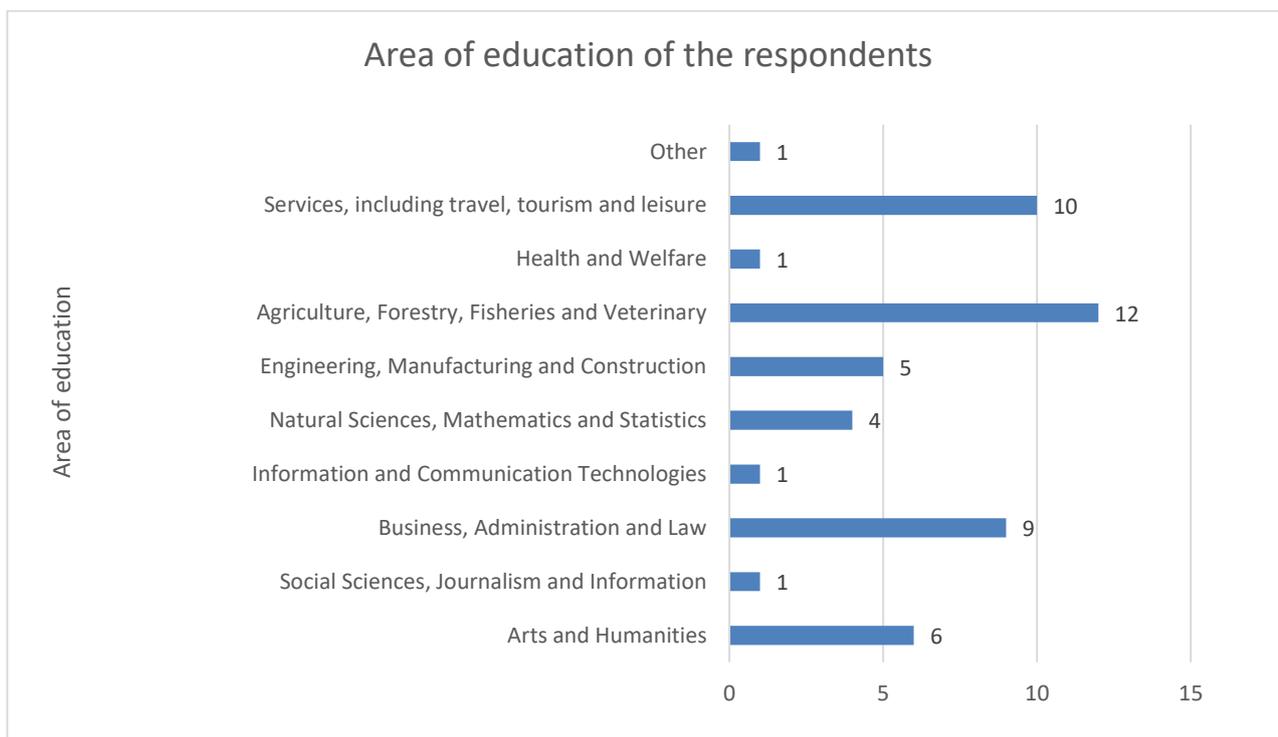
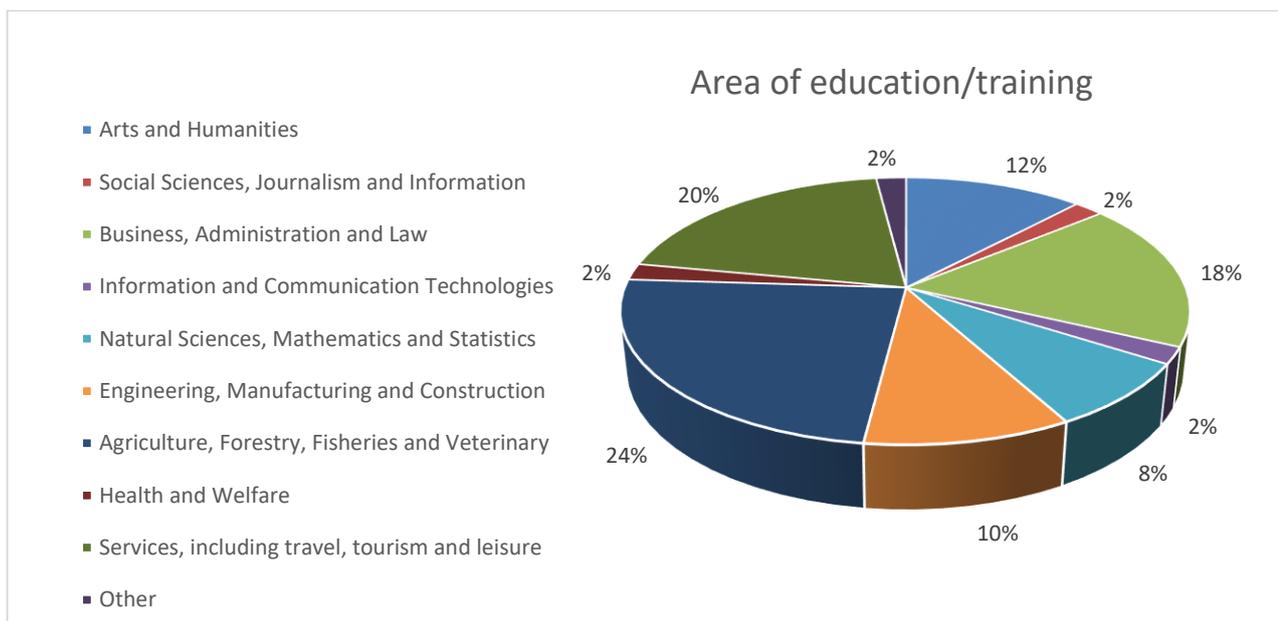
6. Please, indicate your level of education:



The ratio of the different levels of education marked by the respondents reflects the average for the country, hence primary and lower education were not mentioned, but the explanation comes from the fact that the survey was conducted through an online based questionnaire, while the low-educated people living in the villages are not having so much access and not actively using Internet in their daily life.



7. Please, indicate the field of your education and/or training:

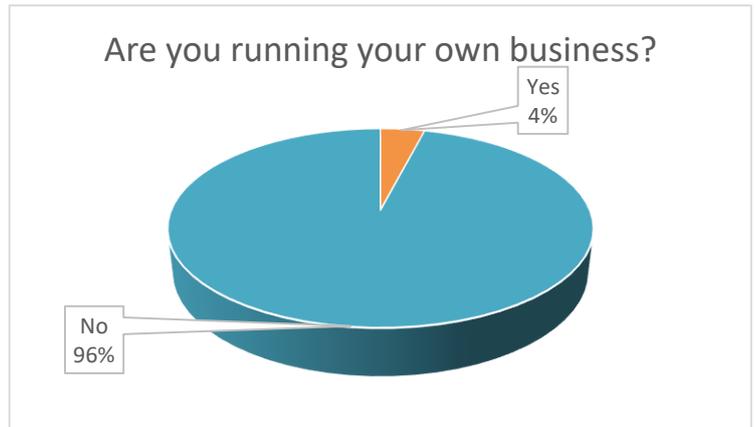


A clear advantage in terms of educational/qualification fields of the respondents is given to the two traditional sectors of the economy for the Bulgarian rural areas, namely the agriculture (24%) and the services, including travel and tourism (20%). Hence, the answers in general demonstrate diversity of the educational profile of the respondents, which is a good sign of availability of people with variable qualification who are linked to the rural regions.



8. Are you running your business?

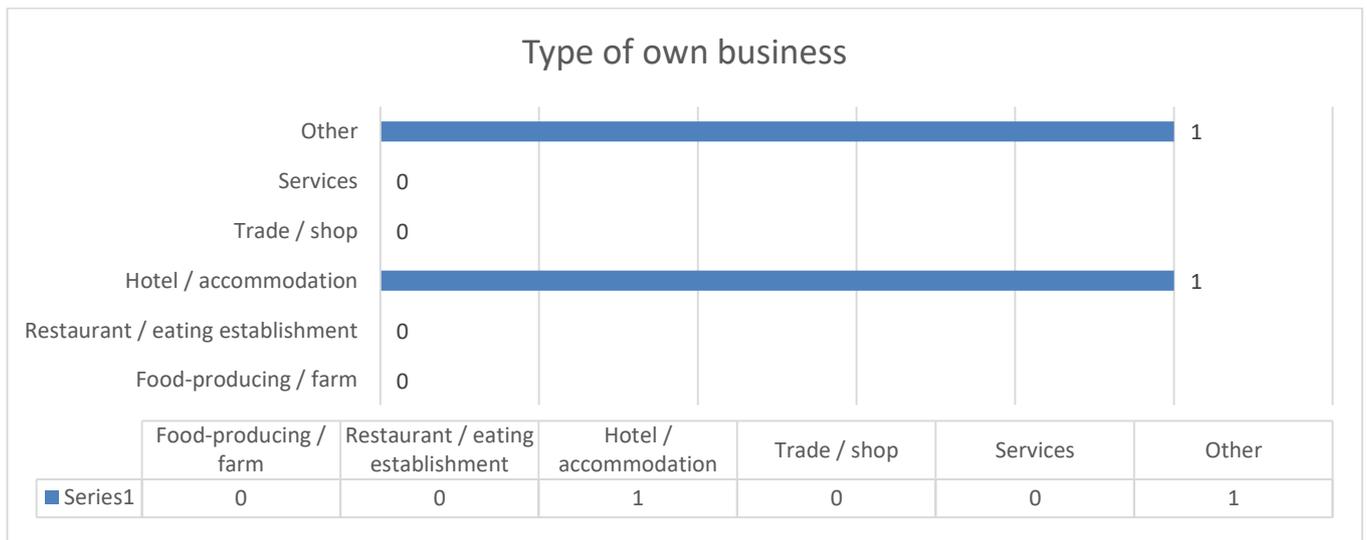
This question was interesting to observe since only 2 people have marked positive answers, meaning that business infrastructure is not well developed in the rural areas in Bulgaria. Most of the residents are either employees or unemployed, thus shaping the share of the local entrepreneurs and business owners as insignificant.



Business representatives:

9. What type of business are you running?

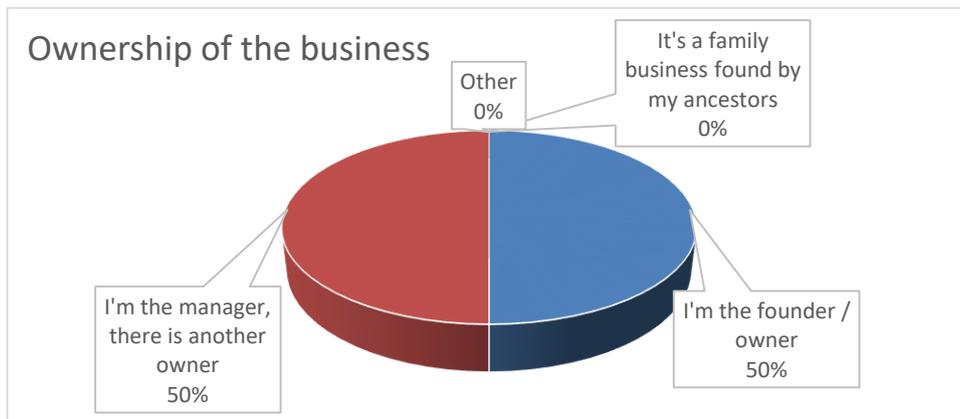
Out of the 2 responses received, 1 is in the tourism sector (hotel) and 1 is marked as other.



Regarding the lack of any answers of business in the restaurants or trade, it is easily explained, since the catering and selling services are very low represented in the villages, even there were some bistros or small shops in the past (usually 1 per village) after the pandemic most of them were closed since the families running them were facing significant limitations, and currently most of the supplies with goods are organized by the people themselves by traveling to the nearest big city. What was unexpected here was that there were no answers marked in the food-producing sector. Usually most of the villagers produce fruits, vegetables, nuts, eggs, and meat from domestic animals, but the production is limited in volume and they often use it for their own consumption, and sometimes sell to others. Still this organization of food-production is not considered significant: even though sometimes it brings additional income to the families, it is definitely not perceived as a business by the locals.



10. Did you found it or you inherit it?



Respectively, given the limited number of answers given to the category of business representatives, the results obtained here could not be considered indicative for the situation in the country.

11. For how long are you running this business? (Please, fill a number in years)

Out of the two answers marked, one of the entities was established 3 years ago, and the other is a traditional company operating for 20 years.

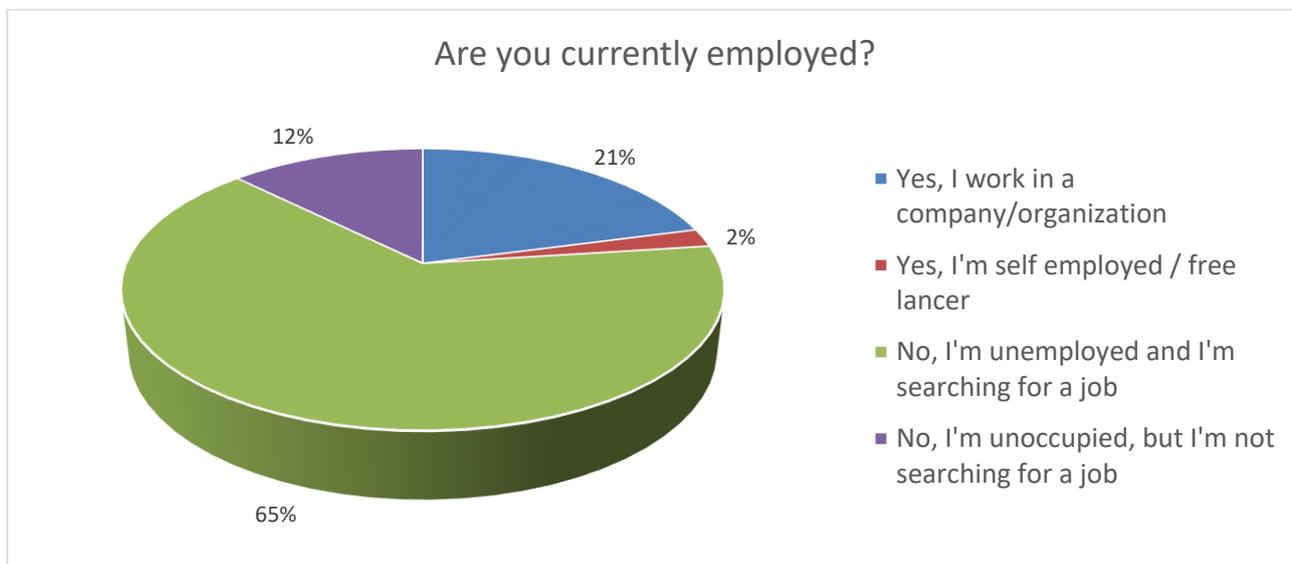
12. How many employees are currently work in the business? (Please, fill a number of people hired in your company)

The results here are as follows: 1 is marked with 2 employees (small business) and the other has 20 working in the company.

Residents:

13. Are you currently employed?

A total of 48 responses were given to this question (excluding the business owners):

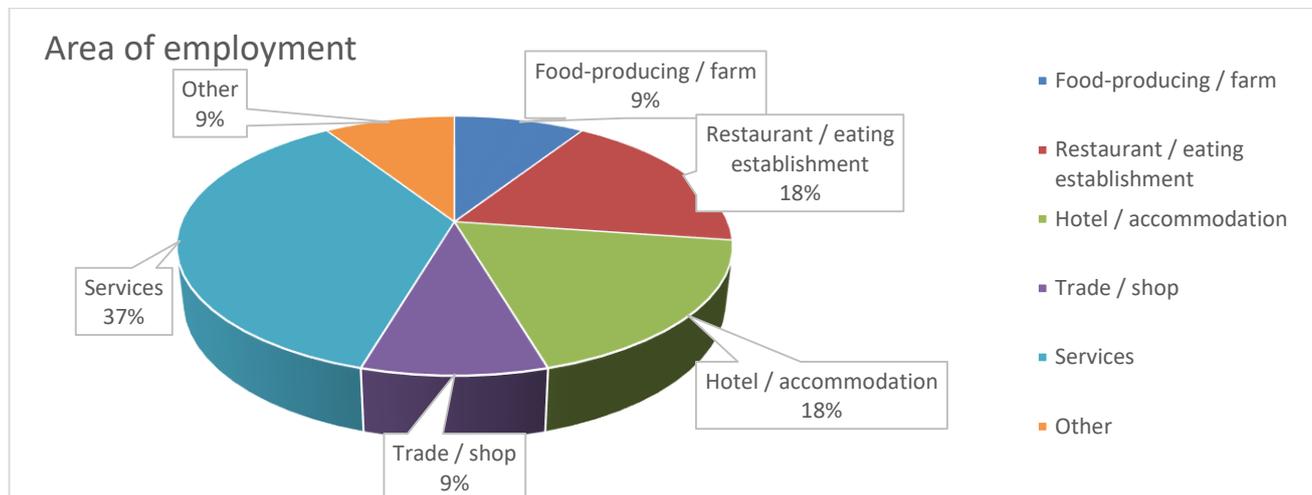




Employed:

When asking further the respondents who have marked they are employed (23% in total out of all residents) regarding the area of operation of the company they work in, they give the following answers:

14. What is the area of operation of the company you are working in?



Next two questions observe the occupations and positions listed by the employees:

15. What is your current occupation?

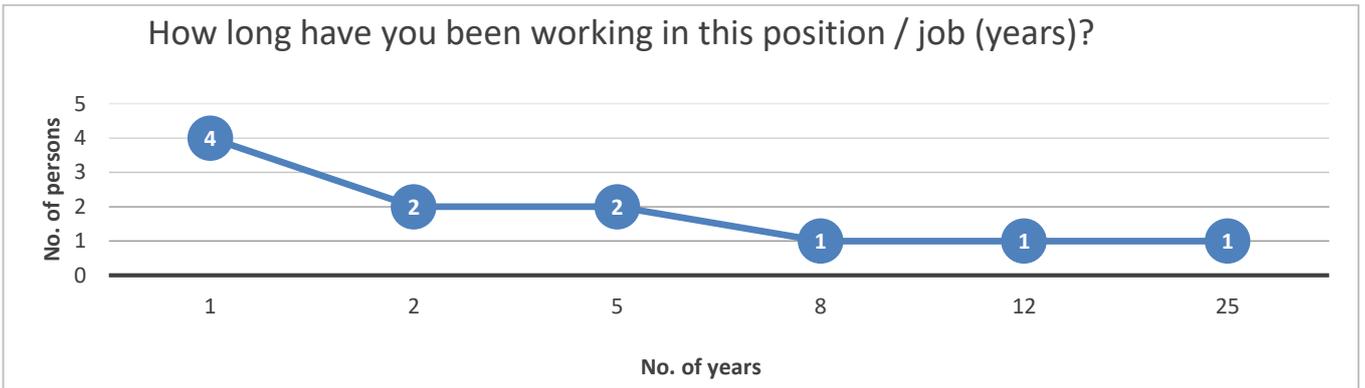
- Waiter
- Tourism
- administrator
- cashier
- Employee
- Architect
- Courier company
- agronomy
- hospitality
- administratively
- oil production

16. What is your position in the company?

- waiter
- Receptionist
- administrator
- cashier
- Head
- Designer
- Courier in the office
- agronomist
- rectifier
- Senior expert
- laboratory manager

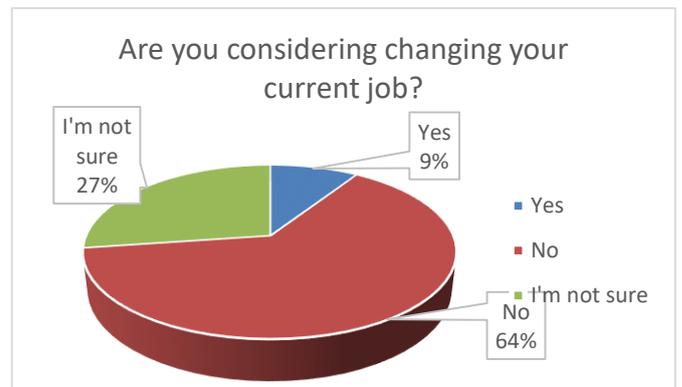
17. How long have you been working in this position / job (please fill in the number of years)?

11 responses were obtained here as follows:



18. Are you considering change of your current job?

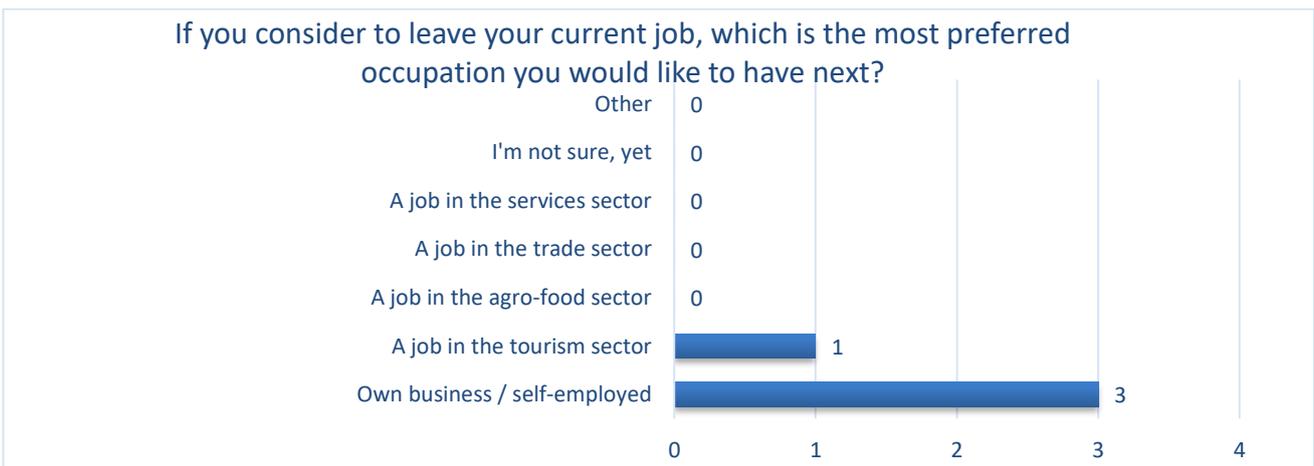
Out of 11 responses given to this question only a few (e.g. 4 persons) are potentially searching for another job.



Changing job

19. If you consider to leave your current job, which is the most preferred occupation you would like to have next?

And following the 4 responses of people considering a new profession/job, 3 would like to start their own business, and only one would be oriented towards employment in the tourism sector.



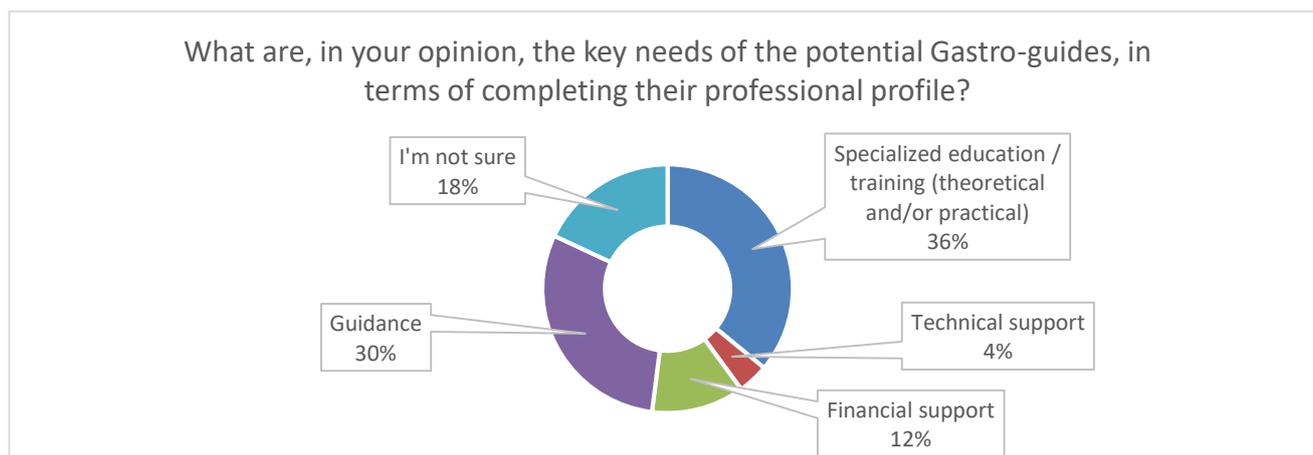


Gastro-Guide's profile

The next group of questions was addressed to all the 50 respondents, giving the following results:

20. What are, in your opinion, the key needs of the potential Gastro-Guides, in terms of completing their professional profile?

50 responses received:

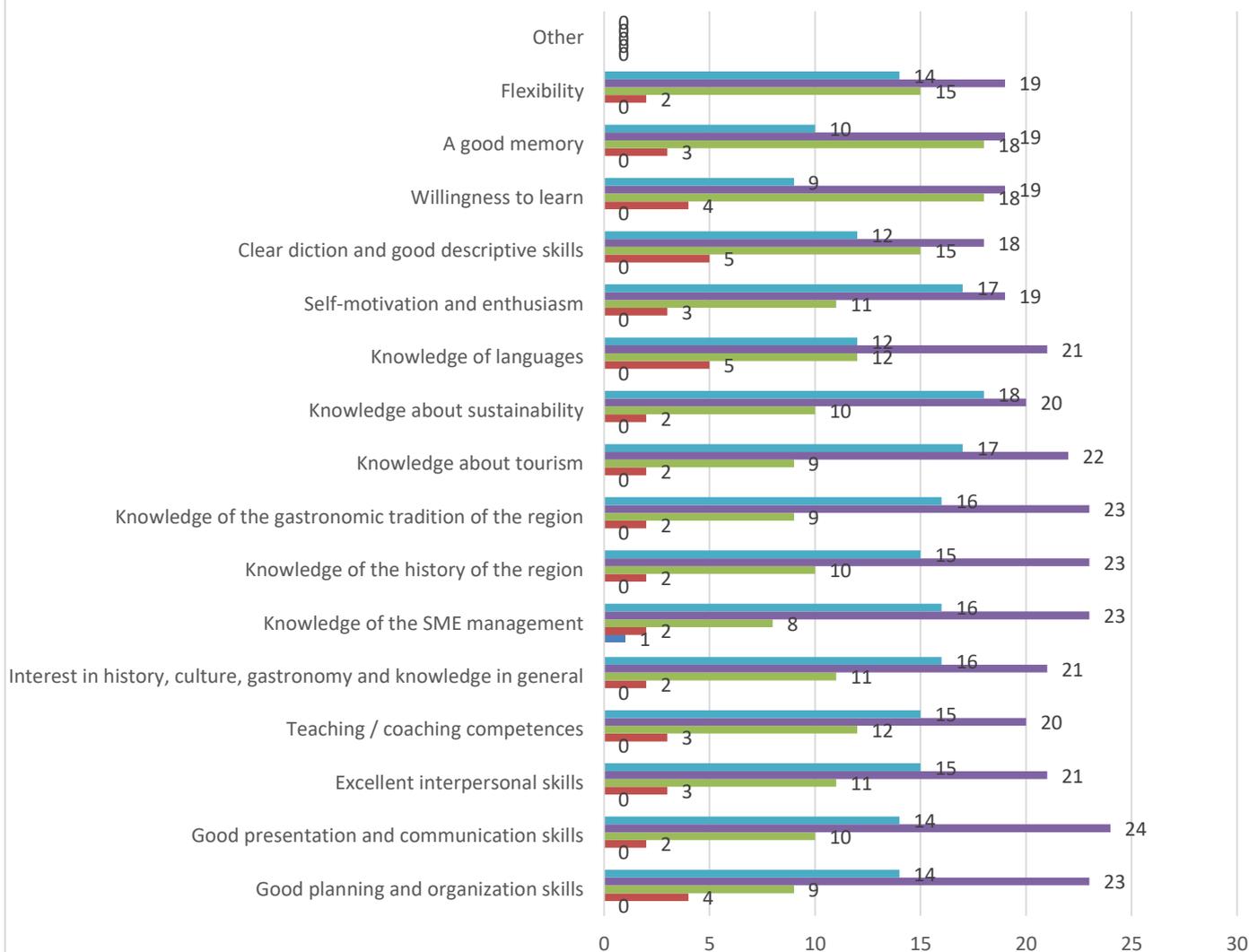


21. What are, in your opinion, the most important competences for the Gastro-Guides to be able to successfully implement their role? (Please, mark your choice in the table where 1 = not important and 5 = very important)

Competences	1	2	3	4	5
<i>1 = not important and 5 = very important</i>					
Good planning and organization skills	0	4	9	23	14
Good presentation and communication skills	0	2	10	24	14
Excellent interpersonal skills	0	3	11	21	15
Teaching / coaching competences	0	3	12	20	15
Interest in history, culture, gastronomy and knowledge in general	0	2	11	21	16
Knowledge of the SME management	1	2	8	23	16
Knowledge of the history of the region	0	2	10	23	15
Knowledge of the gastronomic tradition of the region	0	2	9	23	16
Knowledge about tourism	0	2	9	22	17
Knowledge about sustainability	0	2	10	20	18
Knowledge of languages	0	5	12	21	12
Self-motivation and enthusiasm	0	3	11	19	17
Clear diction and good descriptive skills	0	5	15	18	12
Willingness to learn	0	4	18	19	9
A good memory	0	3	18	19	10
Flexibility	0	2	15	19	14
Other	30	1	6	7	6



What are, in your opinion, the most important competences for the Gastro-guides to be able to successfully implement their role?



	Good planning and organization skills	Good presentation and communication skills	Excellent interpersonal skills	Teaching / coaching competences	Interest in history, culture, gastronomy and knowledge in general	Knowledge of the SME management	Knowledge of the history of the region	Knowledge of the gastronomic tradition of the region	Knowledge about tourism	Knowledge about sustainability	Knowledge of languages	Self-motivation and enthusiasm	Clear diction and good descriptive skills	Willingness to learn	A good memory	Flexibility	Other
5	14	14	15	15	16	16	15	16	17	18	12	17	12	9	10	14	0
4	23	24	21	20	21	23	23	23	22	20	21	19	18	19	19	19	0
3	9	10	11	12	11	8	10	9	9	10	12	11	15	18	18	15	0
2	4	2	3	3	2	2	2	2	2	2	5	3	5	4	3	2	0
1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0

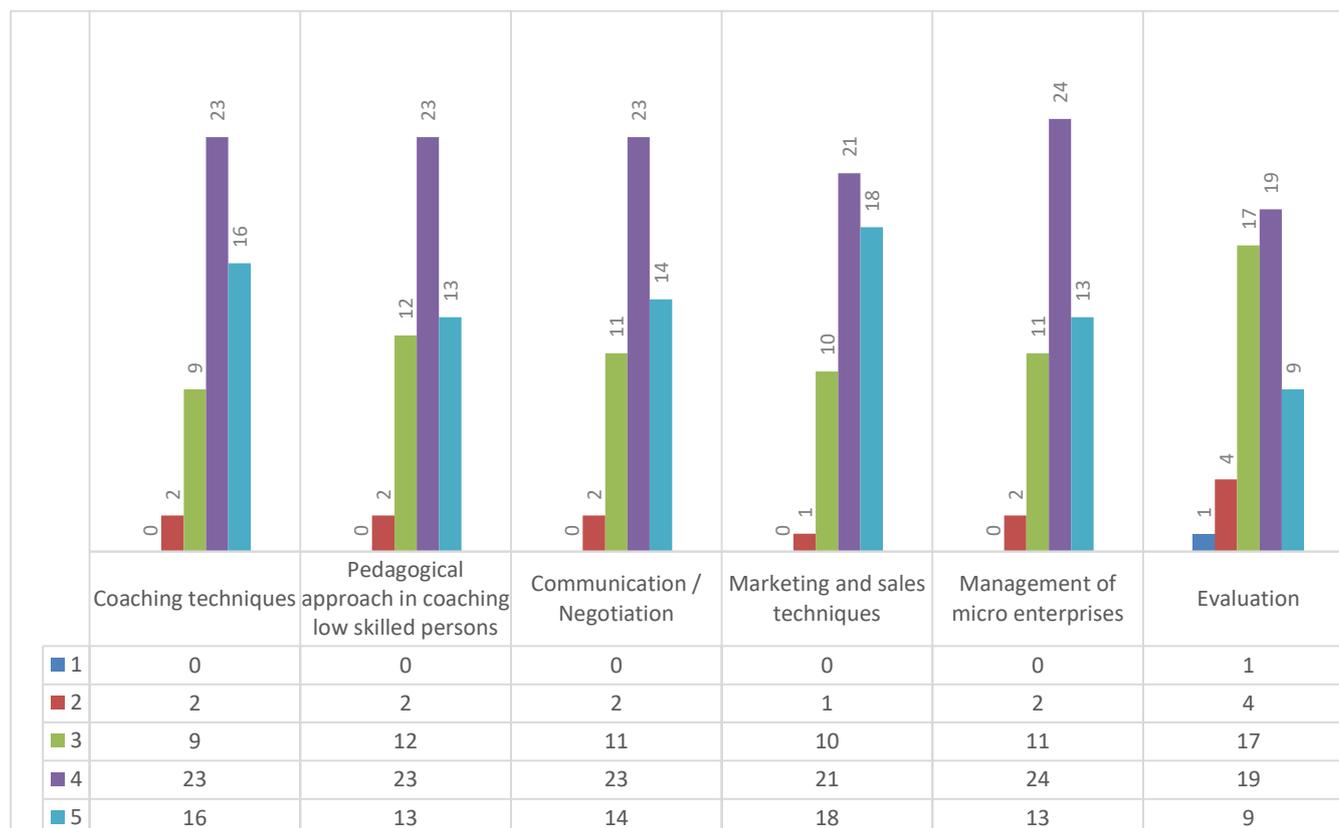


Gastro-Guide Training Course

22. Please, rate the training modules listed below by their importance and usefulness for the preparation of the future Gastro-Guides? (1 is not important/useful and 5 is very important/useful)

50 responses received

Suggested training modules <i>1=not important/useful and 5=very important/useful</i>	1	2	3	4	5
Coaching techniques	0	2	9	23	16
Pedagogical approach in coaching low skilled persons	0	2	12	23	13
Communication / Negotiation	0	2	11	23	14
Marketing and sales techniques	0	1	10	21	18
Management of micro enterprises	0	2	11	24	13
Evaluation	1	4	17	19	9



And here is a graphical presentation of the results:



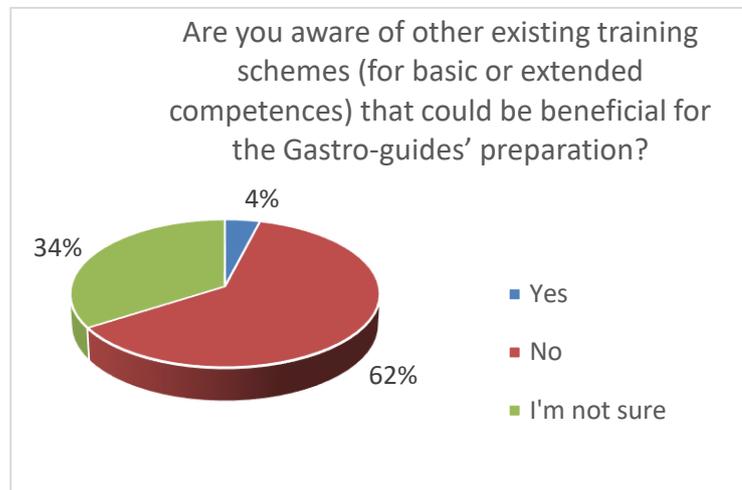
23. Are there any other training modules that you think would be useful for the Gastro-Guides' preparation? (please, list your suggestions)

The answers given were listed as follows:

- Influence of external factors on gastro-tastes
- Digital competencies
- I'm not sure
- I do not know
- Practice
- No /4 answers/

24. Are you aware of other existing training schemes (for basic or extended competences) that could be beneficial for the Gastro-Guides' preparation?

50 responses



Existing training schemes:

25. Please, share the training programs that you are aware of and could be beneficial for the preparation of the Gastro-Guides, e.g. educational programs, professional courses, informal courses, etc.

Only two answers were given as follows:

- no
- Digital competencies



Potential Gastro-Guides

The aim of this section was to estimate the potential interested people in the Gastro-Guide training and project.

26. Are you interested in being involved in a training for a Gastro-Guide?

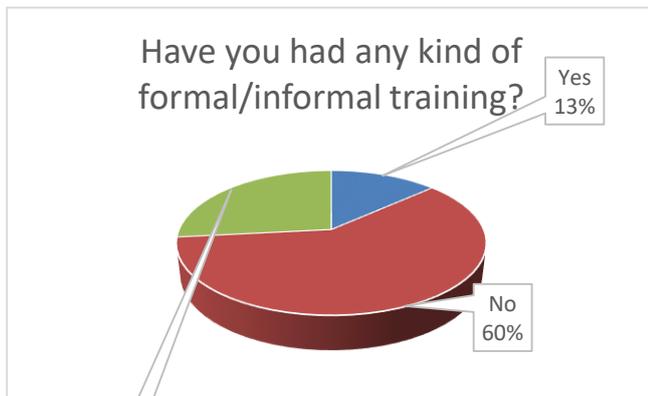
50 responses



Previous education/training and preferences regarding the Gastro-Guide training:

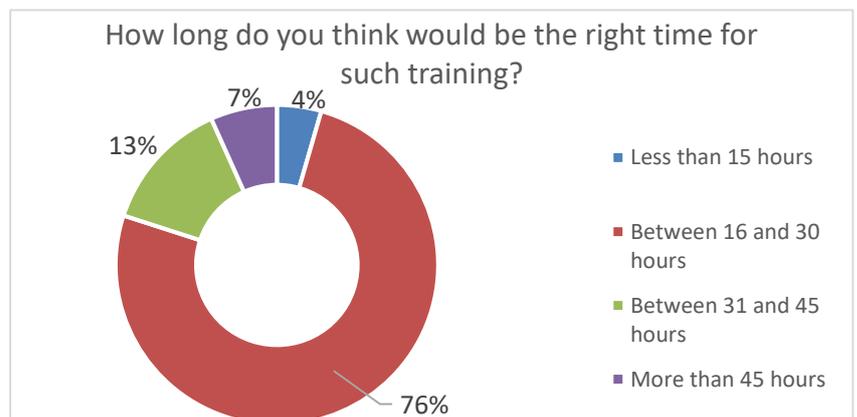
27. Have you had any kind of formal/informal training that leads to the acquisition of competences that could be beneficial for the Gastro-Guide profile - e.g. communication skills, organizational skills, teaching skills, etc.?

45 responses



28. How long do you think would be the right time for such training? (Please, indicate the acceptable number of training hours, according to your opinion)

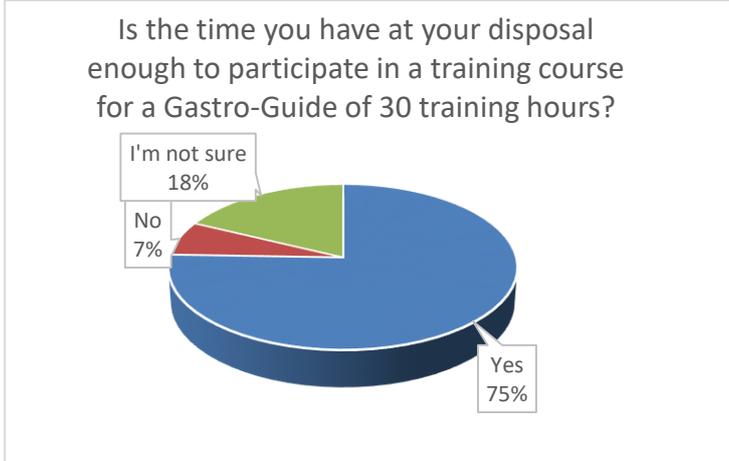
45 responses





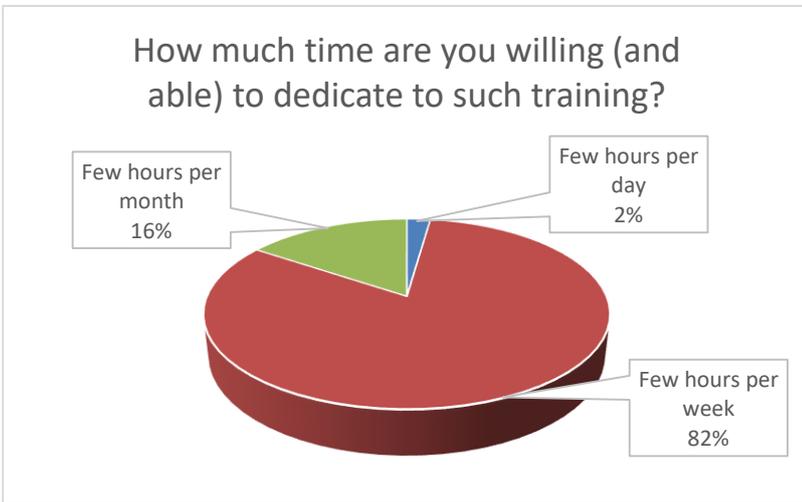
29. Is the time you have at your disposal enough to participate in a training course for a Gastro-Guide of 30 training hours?

45 responses



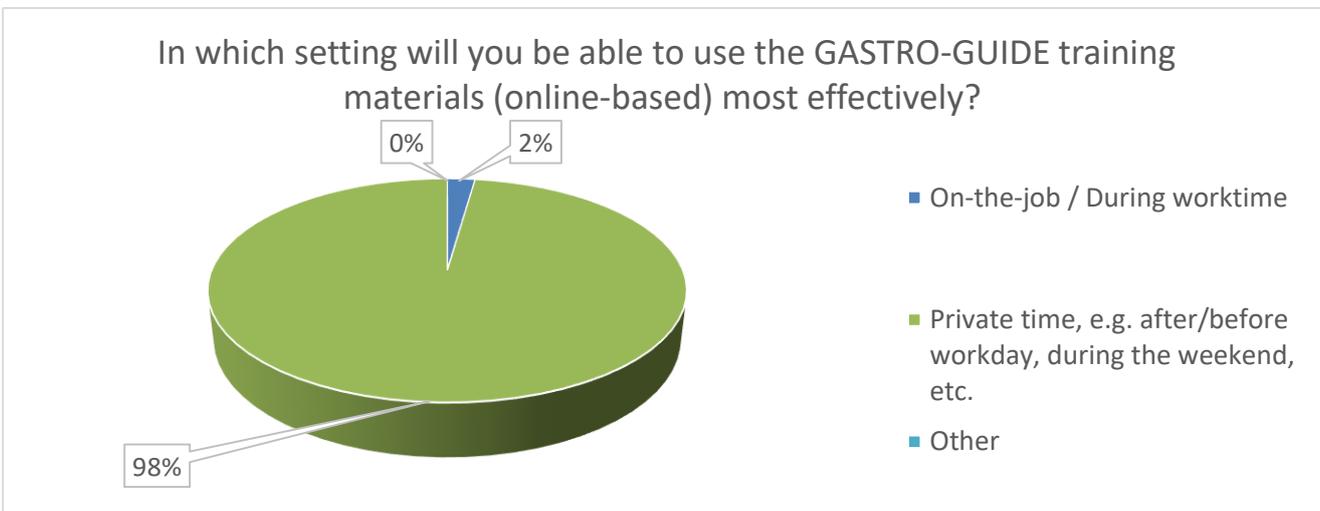
30. How much time are you willing (and able) to dedicate to such training?

45 responses



31. In which setting will you be able to use the GASTRO-GUIDE training materials (online-based) most effectively?

45 responses

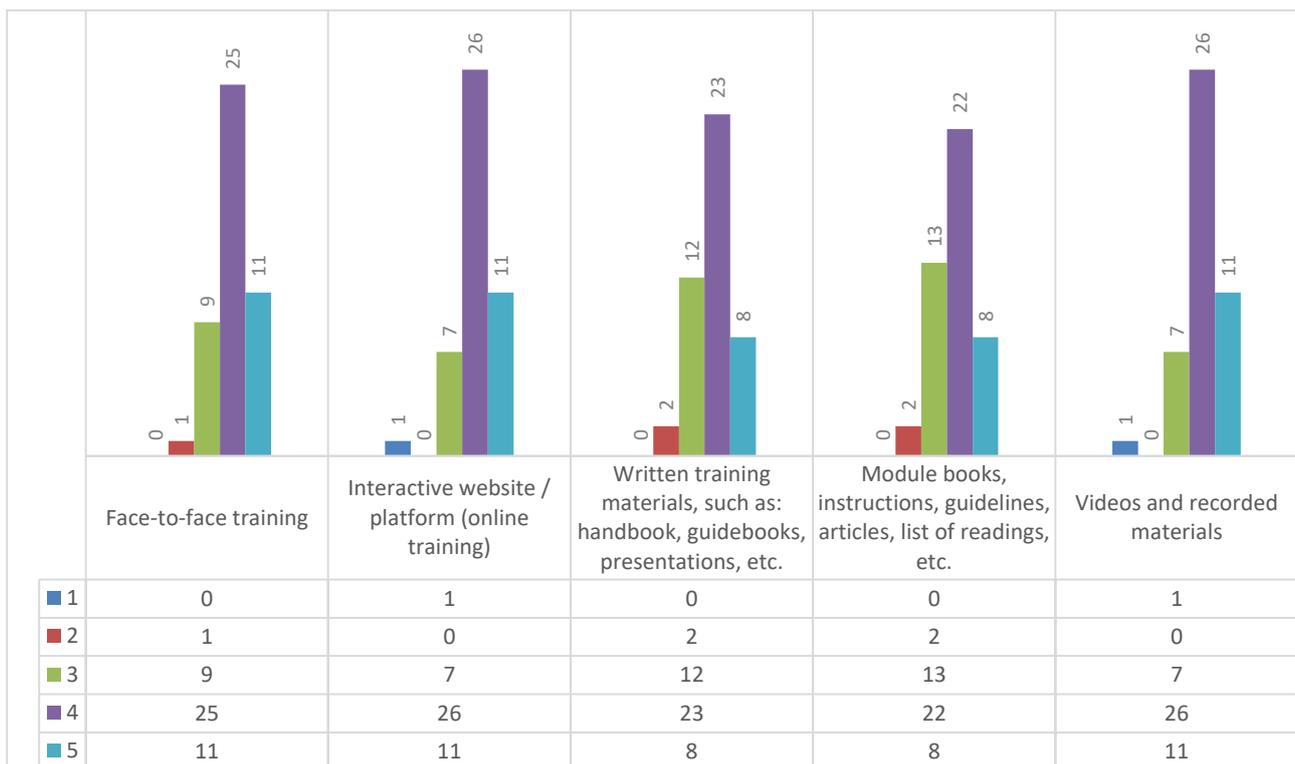




32. How would you like to receive information/training on these topics? (Please rate the suggested types of training materials, where 1 = not preferred and 5 = most preferred)

46 responses

Training modes <i>1 = not preferred and 5 = most preferred</i>	1	2	3	4	5
Face-to-face training	0	1	9	25	11
Interactive website / platform (online training)	1	0	7	26	11
Written training materials, such as: handbook, guidebooks, presentations, etc.	0	2	12	23	8
Module books, instructions, guidelines, articles, list of readings, etc.	0	2	13	22	8
Videos and recorded materials	1	0	7	26	11



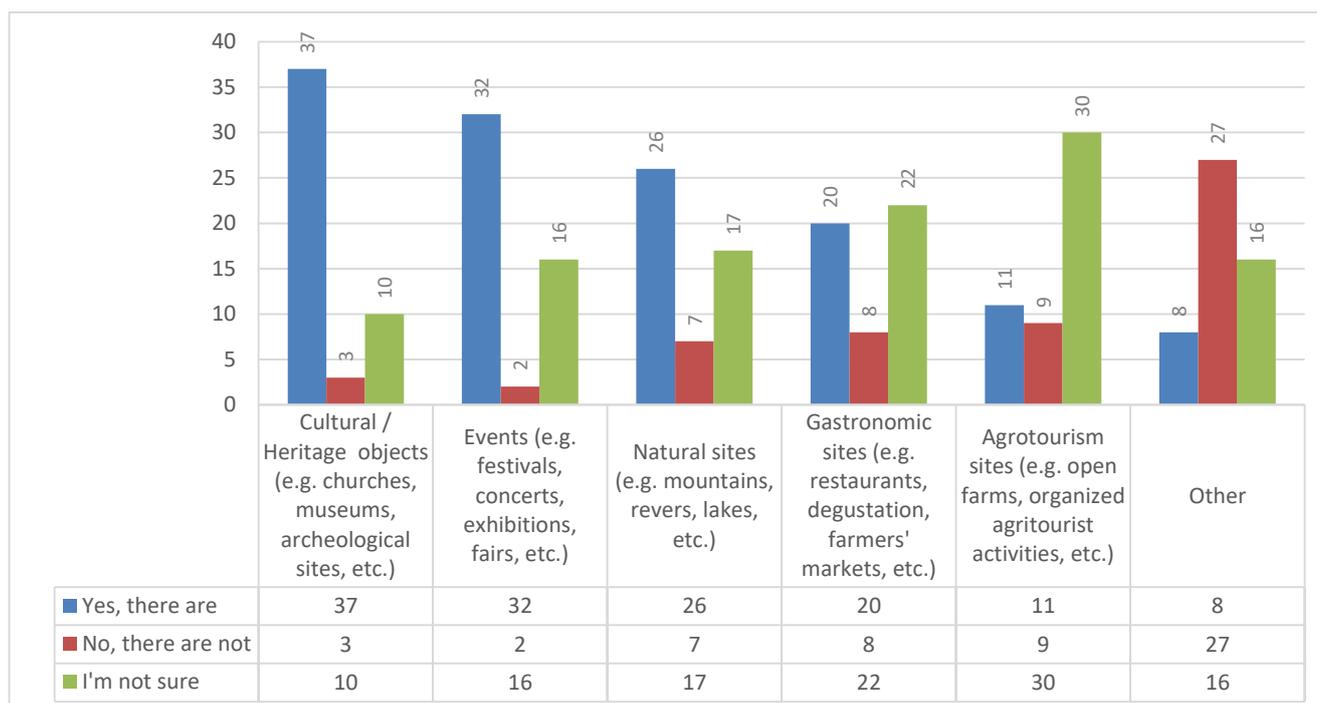


Local Knowledge and Potential

33. Are you aware of any interesting attractions that could be visited or explored in your village? Please, mark your answers in the table.

50 responses

Attractions with potential <i>1 = not preferred and 5 = most preferred</i>	Yes, there are	No, there are not	I'm not sure
Cultural / Heritage objects (e.g. churches, museums, archeological sites, etc.)	37	3	10
Events (e.g. festivals, concerts, exhibitions, fairs, etc.)	32	2	16
Natural sites (e.g. mountains, rivers, lakes, etc.)	26	7	17
Gastronomic sites (e.g. restaurants, degustation, farmers' markets, etc.)	20	8	22
Agritourism sites (e.g. open farms, organized agritourist activities, etc.)	11	9	30
Other	8	27	16



34. Please, share with us the most attractive places or events that you think are worth it to be visited in your village (if any):

Here are the answers given by the respondents in free text:

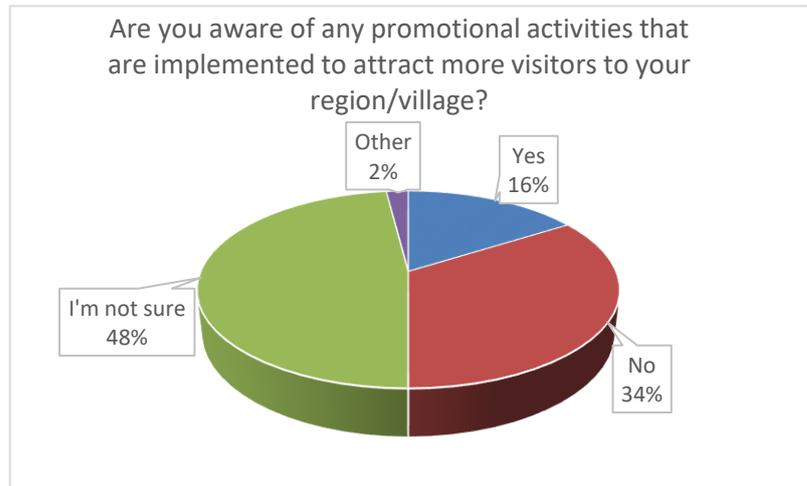
- ✓ I'm not sure
- ✓ beaches, seafood restaurants
- ✓ There is no
- ✓ New Earth-Living Village, The Village Is More Tasty
- ✓ Balchik, Albena, Balchik Palace, Northern Black Sea Coast, Teke, Obrochishte village, etc.



- ✓ museums
- ✓ Dam
- ✓ I do not know
- ✓ The palace - Balchik
- ✓ I don't remember exactly

35. Are you aware of any promotional activities that are implemented to attract more visitors to your region/village?

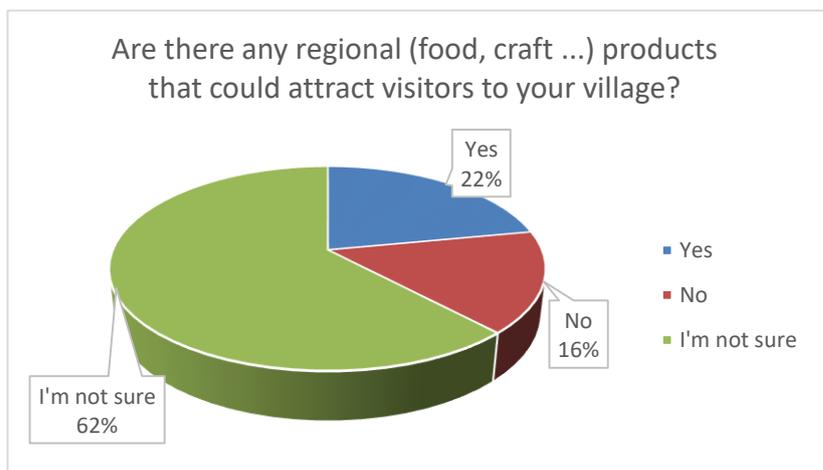
50 responses



36. How do you evaluate the actions taken at local level in promotion of the agro- or gastronomic tourism products/services? (please, indicate your answer by using the scale where 1 = Poor and 5 = Excellent)



37. Are there any regional (food, craft ...) products that could attract visitors to your village?



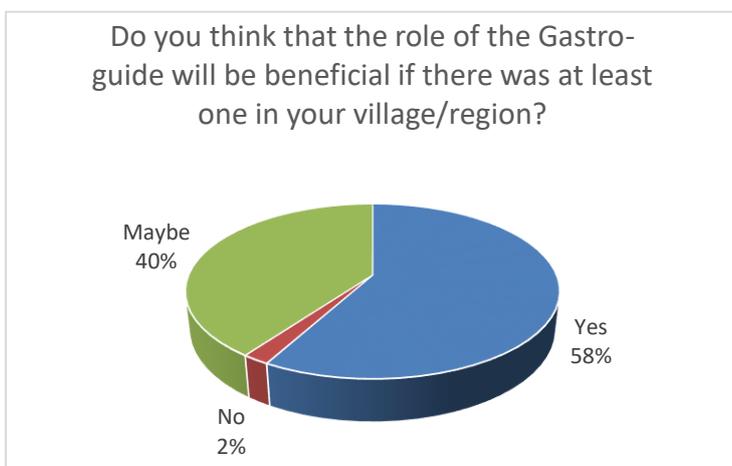
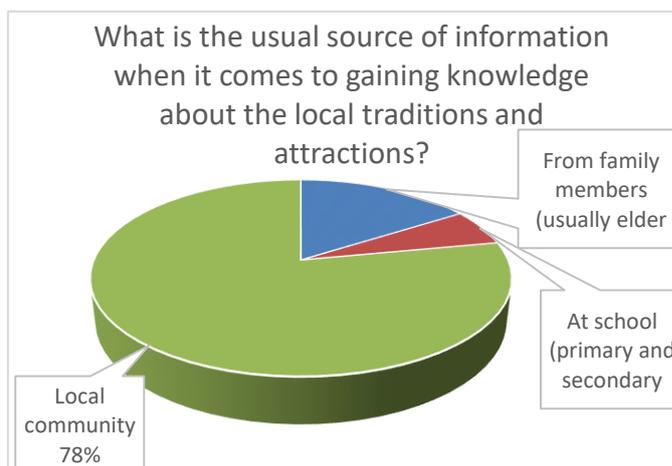


38. If yes, please share those that you find of more value and you think are known regionally but unknown in the world:

- ✓ Local wineries, local farms
- ✓ Fishing
- ✓ Pretzels
- ✓ bread, cheese

39. What is the usual source of information when it comes to gaining knowledge about the local traditions and attractions?

50 responses



40. Do you think that the role of the Gastro-Guide will be beneficial if there was at least one in your village/region?

50 responses

41. If yes, please share in what way do you think the Gastro-Guide would be most beneficial for the rural areas in your country?

- ✓ To promote and organize rural tourism.
- ✓ To organize events to attract the interest of outsiders
- ✓ I do not know
- ✓ With events

42. If there is anything else you would like to share with us, please use the place below:

- ✓ It is important to pay special attention and promote local farming markets
- ✓ No
- ✓ Good luck! We are expecting the Gastro-Guides soon!

Questionnaires summary

Country report Poland

Partner:
VIVA FEMINA



Country report – Poland

INTRODUCTION

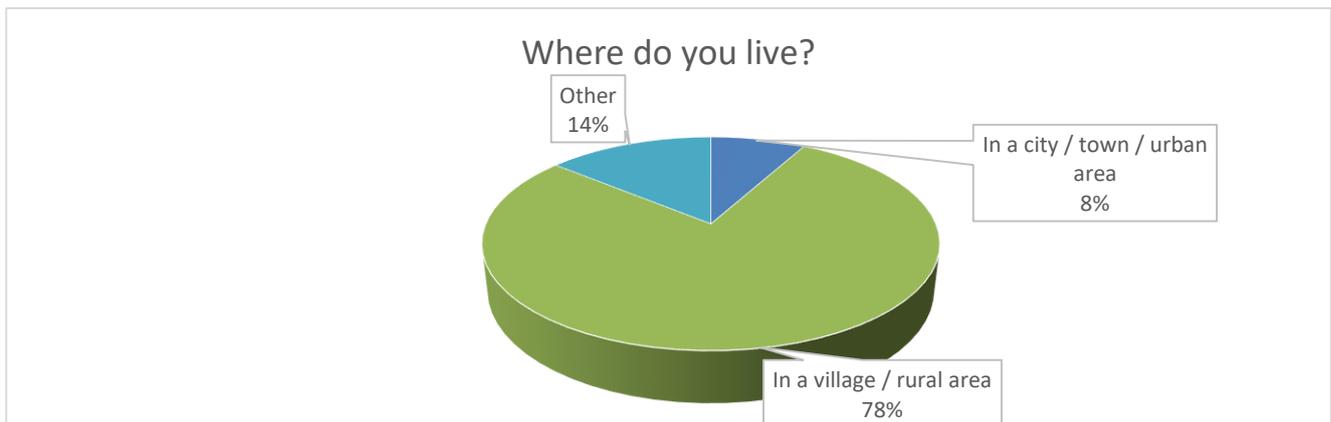
The research based on questionnaires was conducted in Poland in May and first two weeks of June 2022. Prior to the research we have made a list of 50 agritourism farms. Since agrotourism in its various forms is a very popular type of tourism in Poland, we have taken the whole country into consideration. Our list of agritourism farms, hotels, and restaurants consists of 25 entities located below Warsaw, mainly in mountain areas and 25 entities above Warsaw, located in lake areas and Baltic sea.

This way we wanted to analyze all regions of Poland and different types of establishments. The questionnaire was distributed online, by phone and email.

Summary of the Responses gathered with the Questionnaire:

Demographic and socio-economy profile and characteristics of the respondents

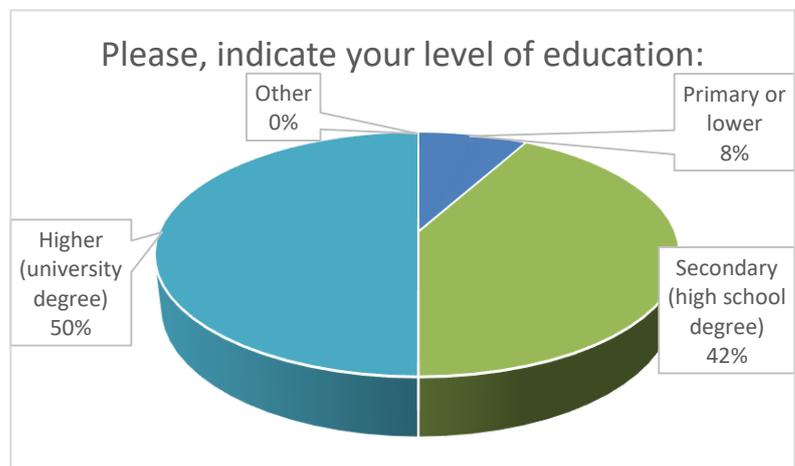
5. Where do you live? (city, town, village, urban area, rural area, etc.)



Most of the respondents live in rural areas and villages (39 people), 4 live in cities or towns and 7 live in other areas.

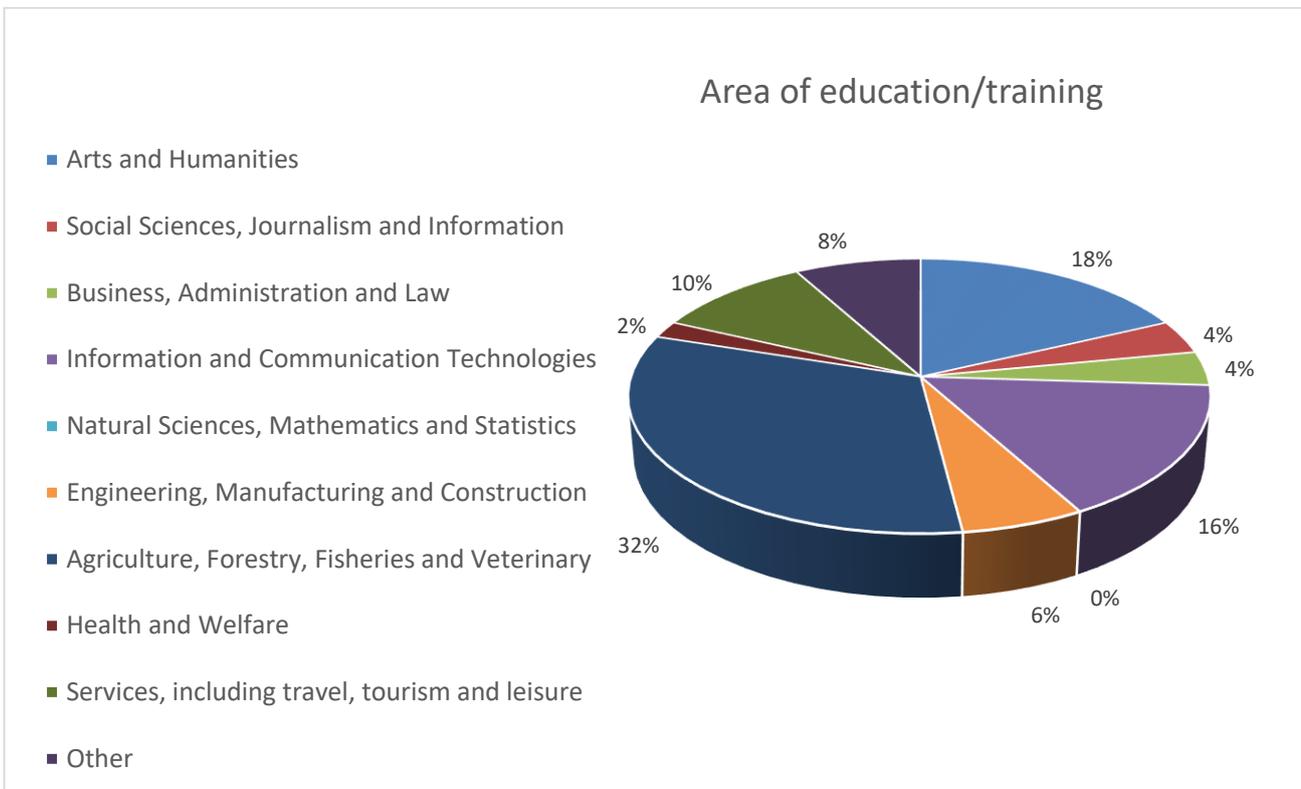
6. Please, indicate your level of education:

Most of the respondents have higher education (25 respondents), 21 respondents gave secondary education and only 4 have primary or lower education.





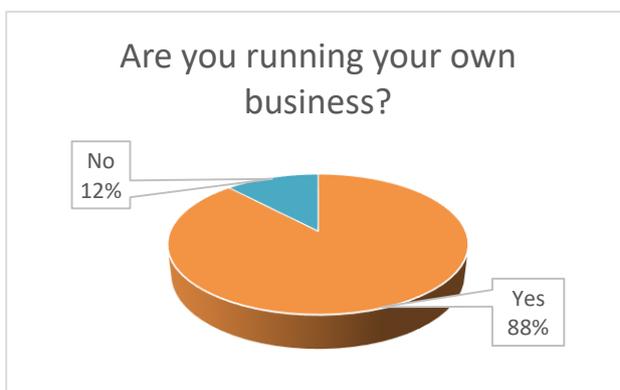
7. Please, indicate the field of your education and/or training:



As we can see, owners of agritourism farms have a wide range of education, although the majority have agricultural background.

8. Are you running your business?

Majority of respondents answered “YES”, which means they are personally running their business.



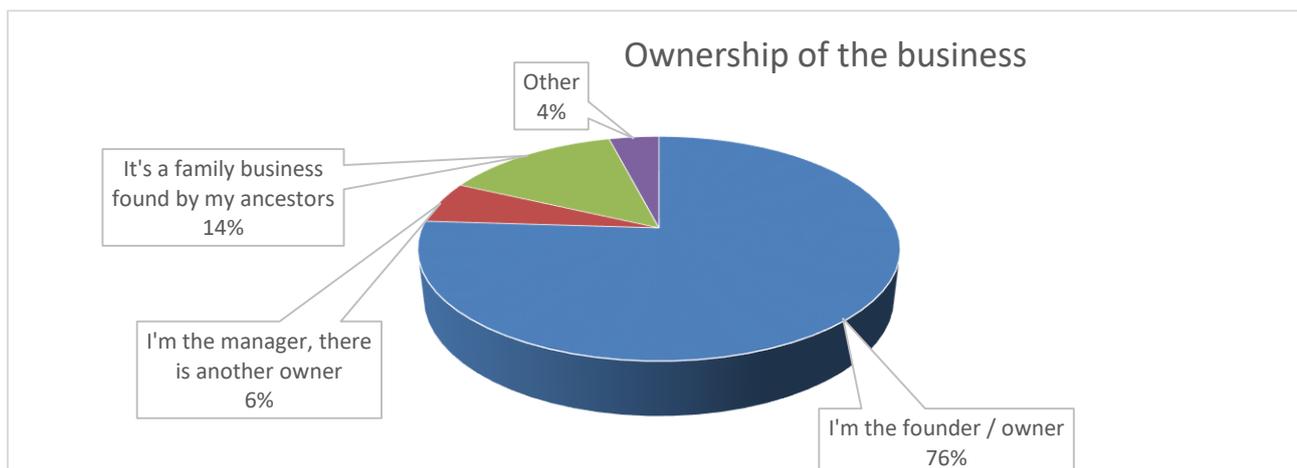
Business representatives:

9. What type of business are you running?

Answers	Values	Percentage
Food-producing / farm	2	12%
Restaurant / eating establishment	7	41%
Hotel / accommodation	2	12%
Trade / shop	0	0%
Services	3	18%
Other	3	18%
Total answers:	17	100%



10. Did you found it or you inherit it?



Majority of respondents are owners of their establishments.

11. For how long are you running this business?

<5 years	19
>5 years	24
5-10 years	3
>10 years	4

Majority of respondents run the business over 5 years and less than 5 years.

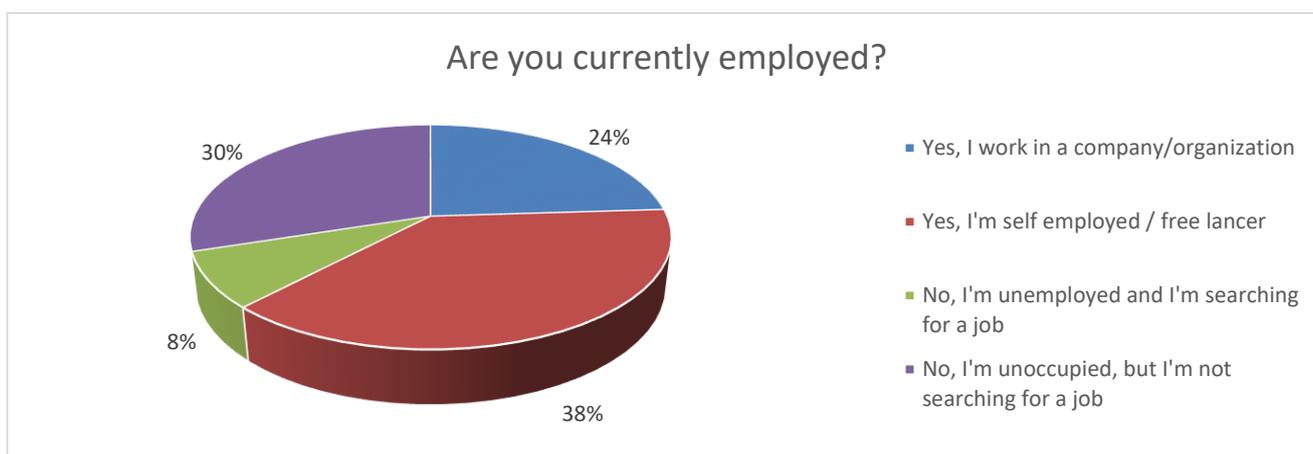


12. How many employees are currently working in the business? (please, fill a number of people hired in your company).

No. of employees	No. of answers
Just the founder/owner	11
1 to 5	23
5 to 10	9
>10	7

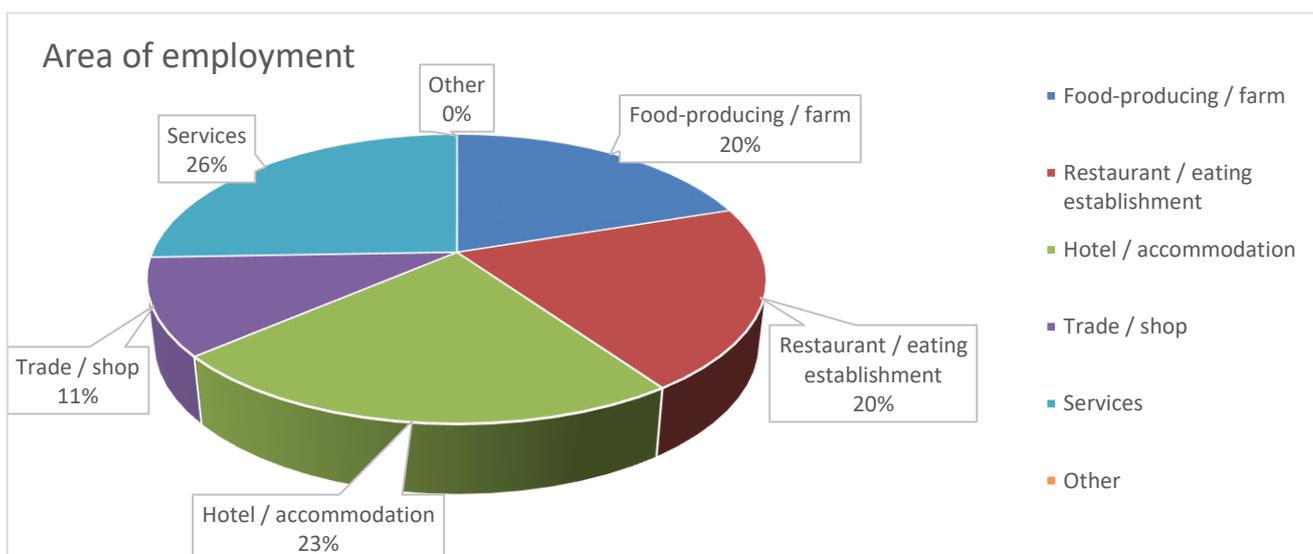
Residents:

13. Are you currently employed?



Employed:

14. What is the area of operation of the company you are working in?



Most of the respondents we have contacted offer several different services, like accommodation, restaurant and selling regional products.



15. What is your current occupation?

- Farm owner
- hotel owner
- Agritourism owner
- yoga instructor
- chef
- human resources manager
- singer.

16. What is your position in the company?

- ✓ Owner - 44
- ✓ Manager - 6

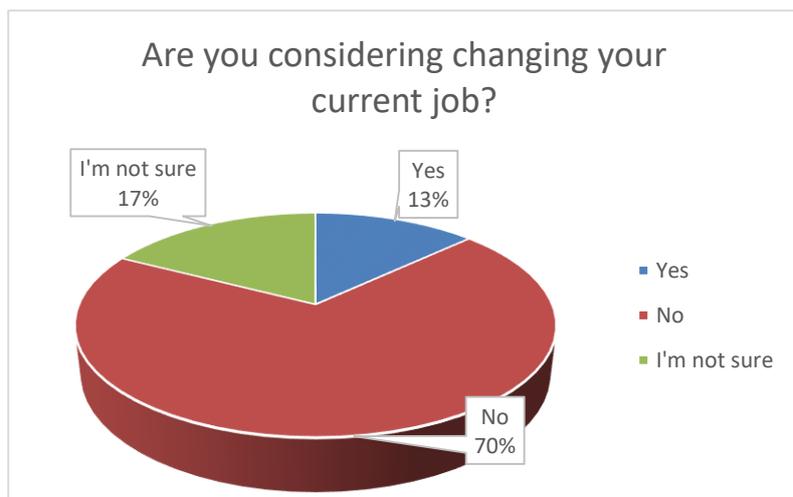
17. For how long have you been working on this position / job (please, fill in a number in years)?



Majority of respondents are running their businesses over 10 years.

18. Are you considering change of your current job?

Majority of respondents do not consider changing jobs.





Changing job:

19. *If you consider to leave your current job, which is the most preferred occupation you would like to have next?*

Out of the pre-defined sectors:

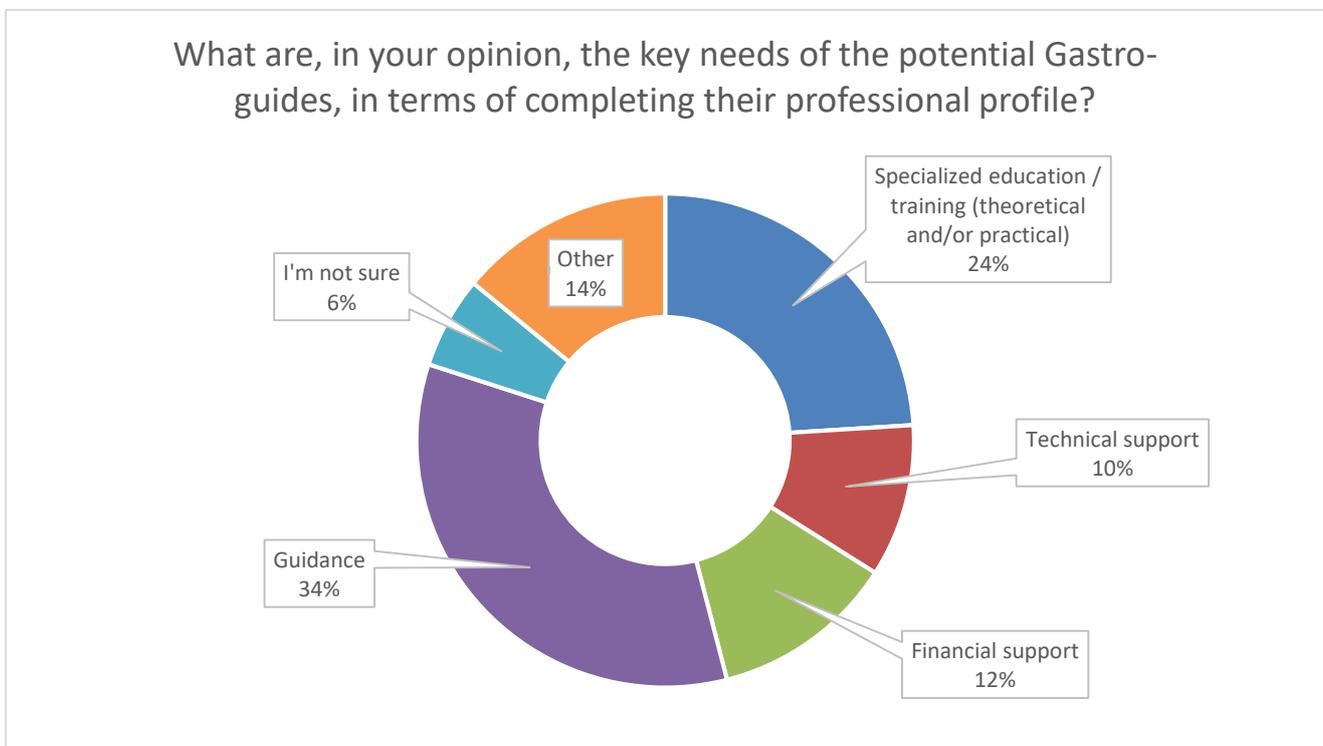
- Own business / self-employed
- A job in the tourism sector
- A job in the agro-food sector
- A job in the trade sector
- A job in the services sector
- I'm not sure, yet

The following 3 stand out in terms of receiving majority of the answers:

- ✓ Agro-food sector
- ✓ Service sector
- ✓ Tourism sector

Gastro-Guide's profile

20. *What are, in your opinion, the key needs of the potential Gastro-Guides, in terms of completing their professional profile?*



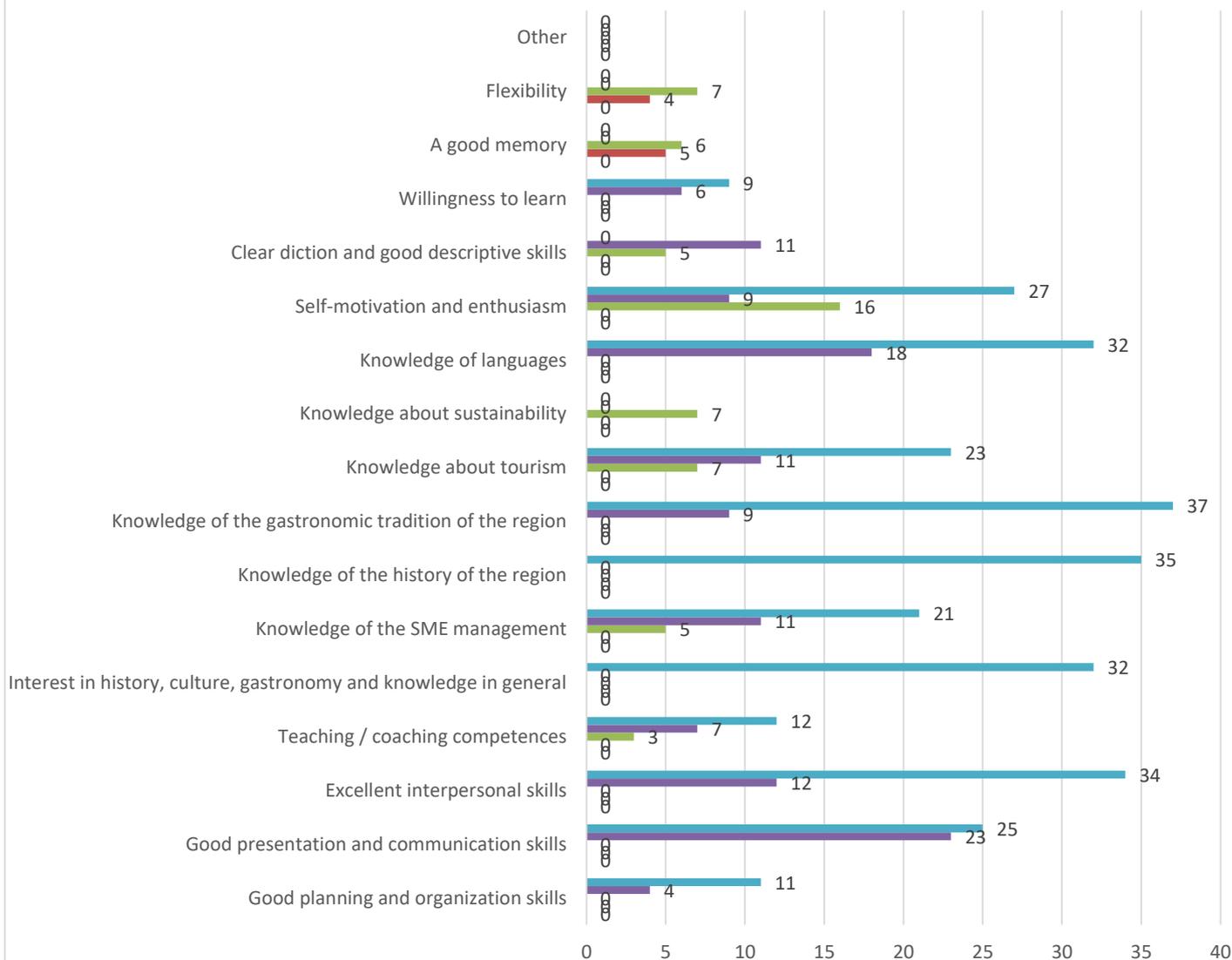


21. What are, in your opinion, the most important competences for the Gastro-Guides to be able to successfully implement their role? (please, mark your choice in the table where 1 is not important and 5 is very important)

Pre-defined competences for the Gastro-Guides	1	2	3	4	5
Good planning and organization skills				4	11
Good presentation and communication skills				23	25
Excellent interpersonal skills				12	34
Teaching / coaching competences			3	7	12
Interest in history, culture, gastronomy and knowledge in general					32
Knowledge of the SME management			5	11	21
Knowledge of the history of the region.					35
Knowledge of the gastronomic tradition of the region				9	37
Knowledge about tourism			7	11	23
Knowledge about sustainability			7		
Knowledge of languages				18	32
Self-motivation and enthusiasm			16	9	27
Clear diction and good descriptive skills			5	11	
Willingness to learn				6	9
A good memory		5	6		
Flexibility		4	7		



What are, in your opinion, the most important competences for the Gastro-guides to be able to successfully implement their role?



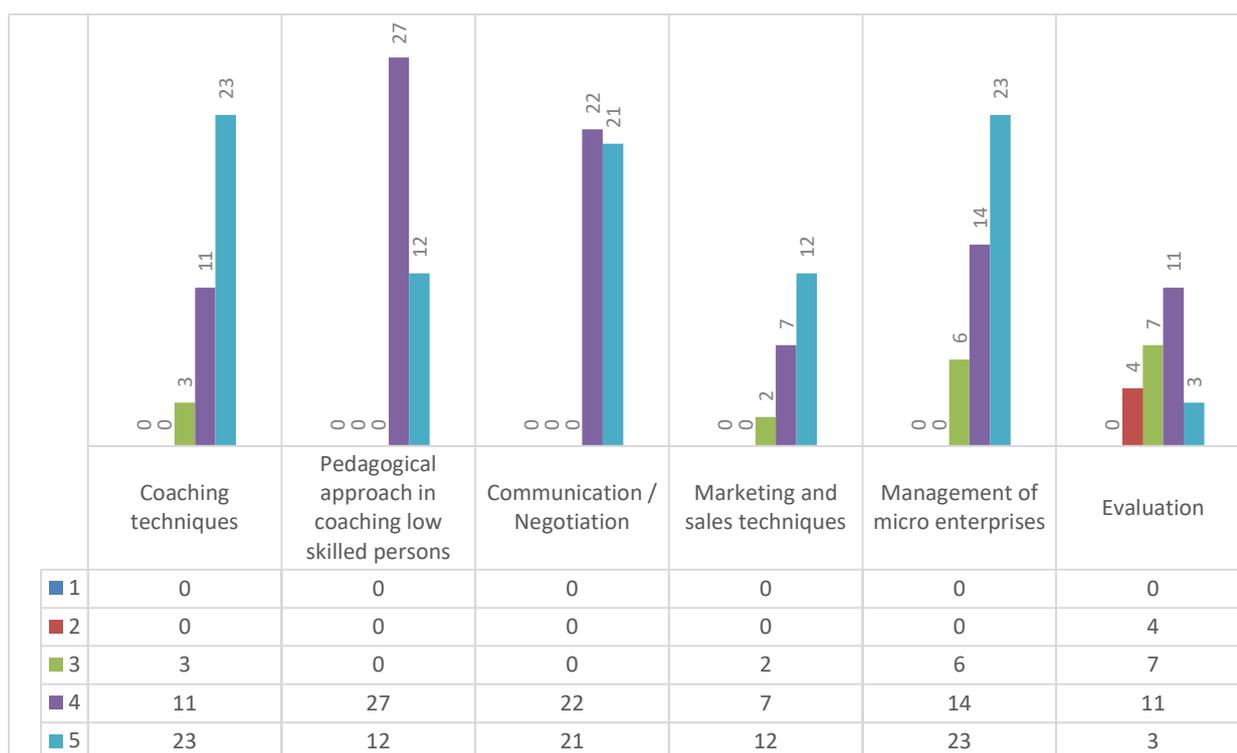
	Good planning and organization skills	Good presentation and communication skills	Excellent interpersonal skills	Teaching / coaching competences	Interest in history, culture, gastronomy and knowledge in general	Knowledge of the SME management	Knowledge of the history of the region	Knowledge of the gastronomic tradition of the region	Knowledge about tourism	Knowledge about sustainability	Knowledge of languages	Self-motivation and enthusiasm	Clear diction and good descriptive skills	Willingness to learn	A good memory	Flexibility	Other
5	11	25	34	12	32	21	35	37	23	0	32	27	0	9	0	0	0
4	4	23	12	7	0	11	0	9	11	0	18	9	11	6	0	0	0
3	0	0	0	3	0	5	0	0	7	7	0	16	5	0	6	7	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	4	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



Gastro-Guide Training Course

22. Please, rate the training modules listed below by their importance and usefulness for the preparation of the future Gastro-Guides? (1 is not important/useful and 5 is very important/useful)

Gastro-Guide training modules	1	2	3	4	5
Coaching techniques			3	11	23
Pedagogical approach in coaching low skilled persons				27	12
Communication / Negotiation				22	21
Marketing and sales techniques			2	7	12
Management of micro enterprises			6	14	23
Evaluation		4	7	11	3

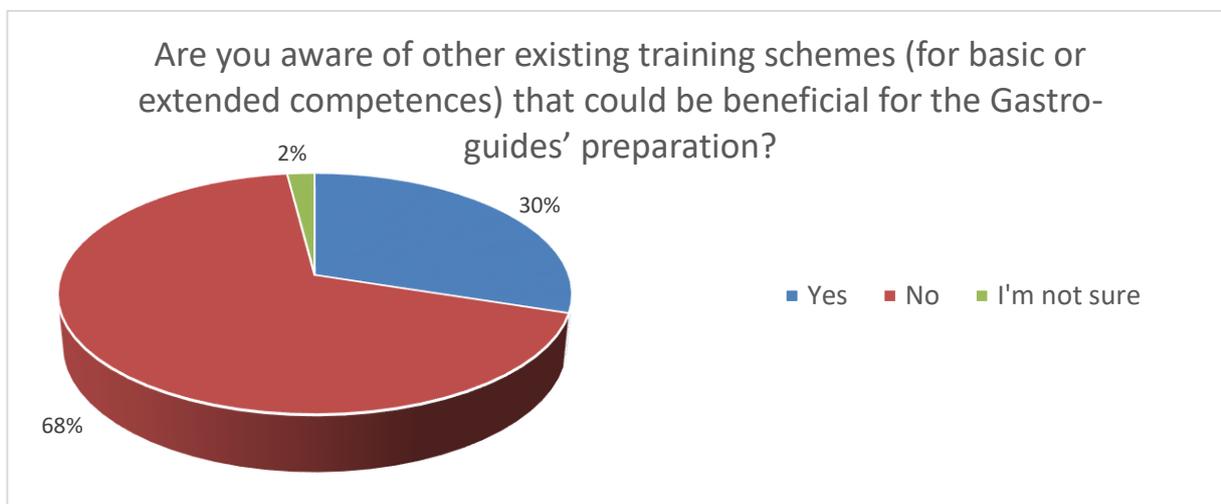


23. Are there any other training modules that you think would be useful for the Gastro-Guides' preparation? (please, list your suggestions)

- Ecology in cuisine
- Ecological regional products
- Legal issues in agrotourism



24. Are you aware of other existing training schemes (for basic or extended competences) that could be beneficial for the Gastro-Guides' preparation?



25. Please, share the training programs that you are aware of and could be beneficial for the preparation of the Gastro-Guides, e.g. educational programs, professional courses, informal courses, etc.

Agritourism - entrepreneurship in rural areas - The course is designed for those who plan to open their own agritourism farm or are owners or managers of such a farm. In an accessible way describes the stages of creating an agritourism farm - from the idea to specific actions. During the course the student will receive the necessary knowledge needed to run agritourism business. Link: <https://www.kadra-kurs.pl/kursy-dla-przedsiębiorczych/agroturystyka-przedsiębiorczosc-na-wsi/>

Agritourism specialist course – <https://szkolenia-kargroup.eu/kurs-agroturystyki-online/>

RUNNING AGRITOURISM BUSINESS - The course describes in an accessible way the stages of creating an agritourism farm - it leads from ideas and concepts to conducting specific activities. Link: <https://college-med.pl/kurs-prowadzenie-dzialalnosci-agroturystycznej>

Potential Gastro-Guides

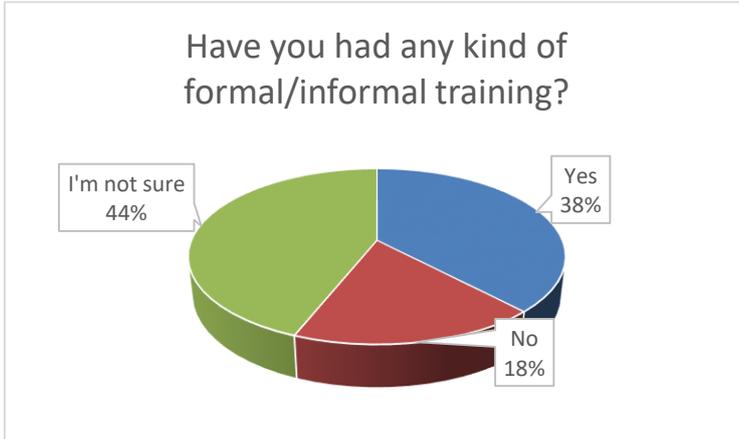
26. Are you interested in being involved in a training for a Gastro-Guide?





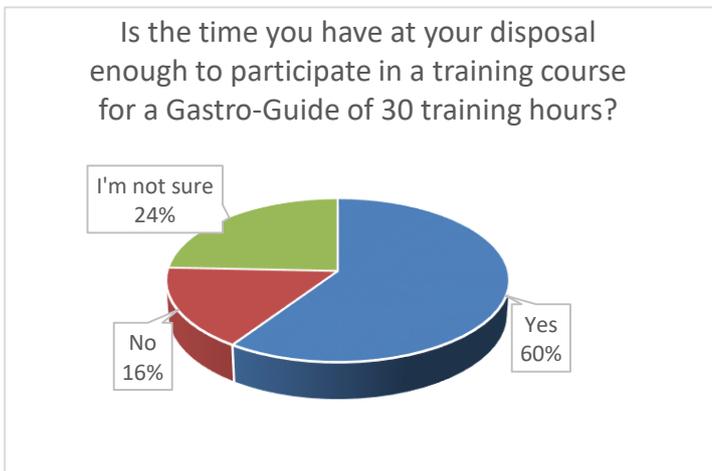
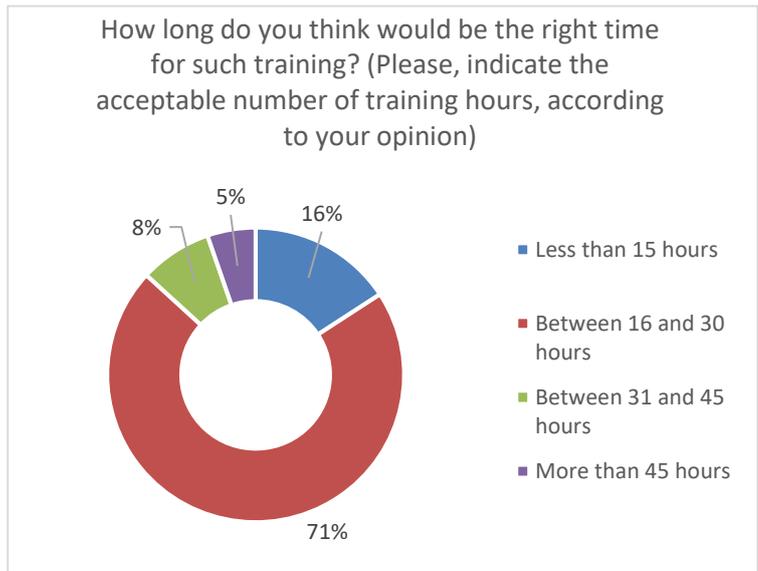
Previous education/training and preferences regarding the Gastro-Guide training

- How to run a agritourism
- Production of local/ecological products
- Marketing in Agritourism



27. Have you had any kind of formal/informal training that leads to the acquisition of competences that could be beneficial for the Gastro-Guide profile - e.g. communication skills, organizational skills, teaching skills, etc.?

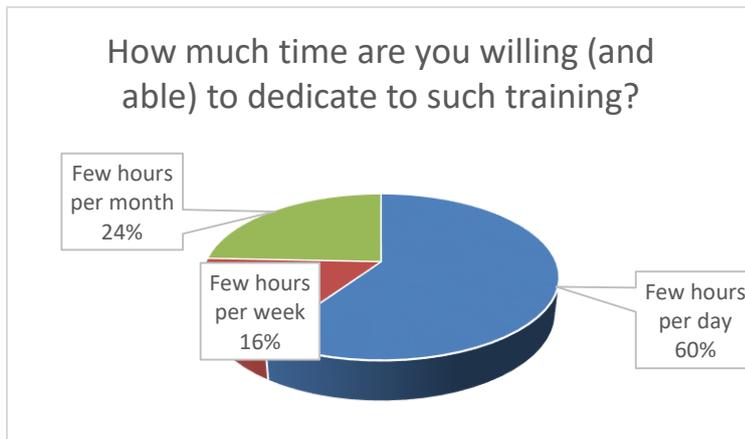
28. How long do you think would be the right time for such training? (Please, indicate the acceptable number of training hours, according to your opinion)



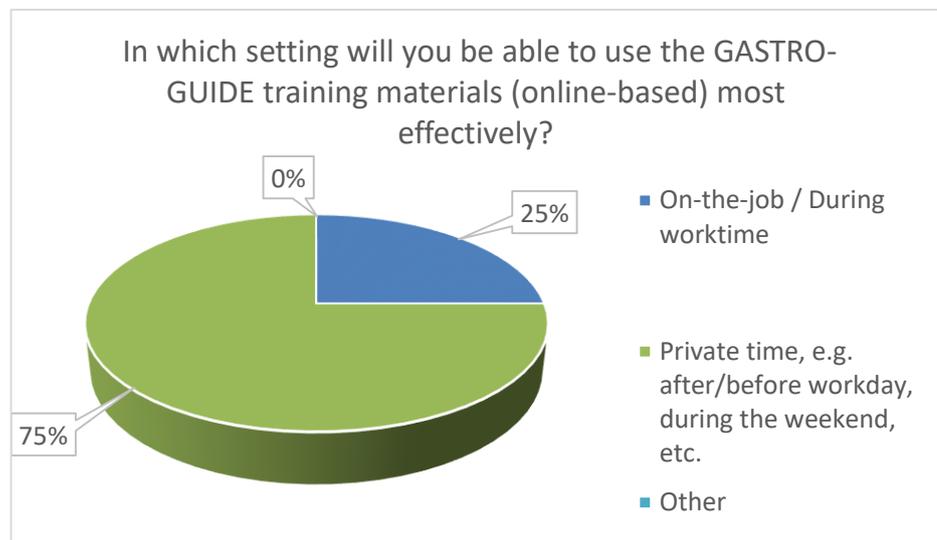
29. Is the time you have at your disposal enough to participate in a training course for a Gastro-Guide of 30 training hours?



30. How much time are you willing (and able) to dedicate to such training?



31. In which setting will you be able to use the GASTRO-GUIDE training materials (online-based)?



32. How would you like to receive information/training on these topics? (Please rate the suggested types of training materials, where 1 is not preferred and 5 is most preferred)

	Face-to-face training	Interactive website / platform (online training)	Written training materials, such as: handbook, guidebooks, presentations, etc.	Module books, instructions, guidelines, articles, list of readings, etc.	Videos and recorded materials
1	0	0	0	0	0
2	0	0	0	0	0
3	3	0	3	3	3
4	8	21	19	6	7
5	2	11	17	3	17

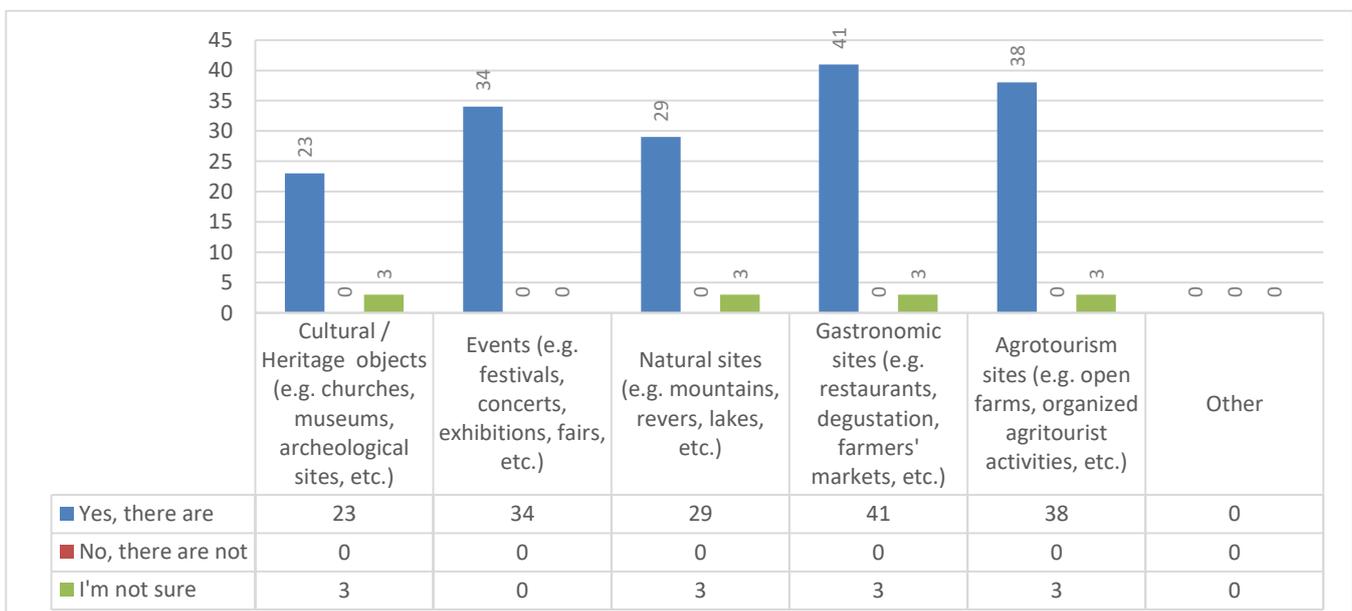


	1	2	3	4	5
Face-to-face training			3	8	2
Interactive website / platform (online training)				21	11
Written training materials, such as: handbook, guidebooks, presentations, etc.			3	19	17
Module books, instructions, guidelines, articles, list of readings, etc.			3	6	3
Videos and recorded materials			3	7	17

Local Knowledge and Potential

33. Are you aware of any interesting attractions that could be visited or explored in your village?
Please, mark your answers in the table.

	Yes there are	No, there are not	I'm not sure
Cultural / Heritage objects (e.g. churches, museums, archeological sites, etc.)	23		3
Events (e.g. festivals, concerts, exhibitions, fairs, etc.)	34		0
Natural sites (e.g. mountains, rivers, lakes, etc.)	29		3
Gastronomic sites (e.g. restaurants, degustation, farmers' markets, etc.)	41		3
Agrotourism sites (e.g. open farms, organized agritourist activities, etc.)	38		3
Other			

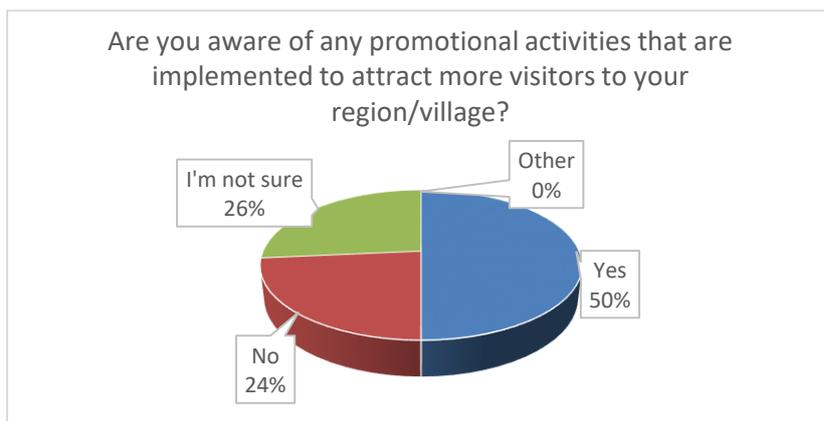




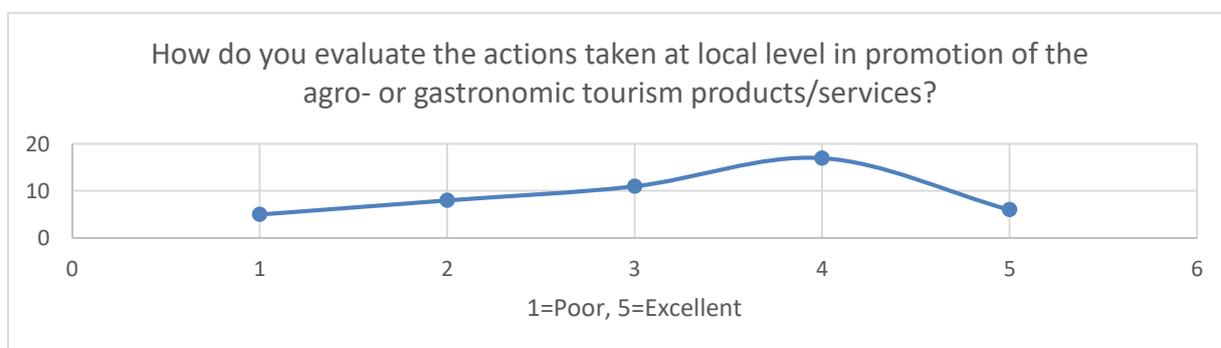
34. Please, share with us the most attractive places or events that you think are worth it to be visited in your village (if any):

- Attractions of the Regions Fair in Chorzów
- Multi-day kayaking trip down the Rega River
- Land of Extinct Volcanoes near Złotoryja
- Tuscany Kociewska Eco Agro Tourism with animals
- Fort Wapiti Indian Village
- Glamping tents with Jacuzzi and sauna - Bieszczadzka Osada Saunowisko
- Glamping Podniebny
- Jurta - Enchanted Forest
- Przystanek Ropienka Chata
- Stud Ferenstain in Gałkowo
- Orthodox church of St. Michael the Archangel in Smolnik
- Zagórz and the monumental ruins of the church and monastery of the Discaled Carmelites
- Solina Lake
- European Bison Wildlife Refuge
- Bird Paradise Nature Reserve in Górki Wschodnie
- Avenue of Stars in Międzyzdroje
- Westerplatte in Gdańsk
- Moving Dunes in Słowiński National Park
- Hortulus Theme Gardens in Dobrzyca
- V3 rocket launcher - Wolin Island
- Sealarium - Hel.

35. Are you aware of any promotional activities that are implemented to attract more visitors to your region/village?



36. How do you evaluate the actions taken at local level in promotion of the agro- or gastronomic tourism products/services? (please, indicate your answer by using the scale where 1 is Poor and 5 is Excellent)





37. Are there any regional (food, craft ...) products that could attract visitors to your village?



Majority of respondents know of regional products.

38. If yes, please share those that you find of more value and you think are known regionally but unknown in the world:

Regional food:

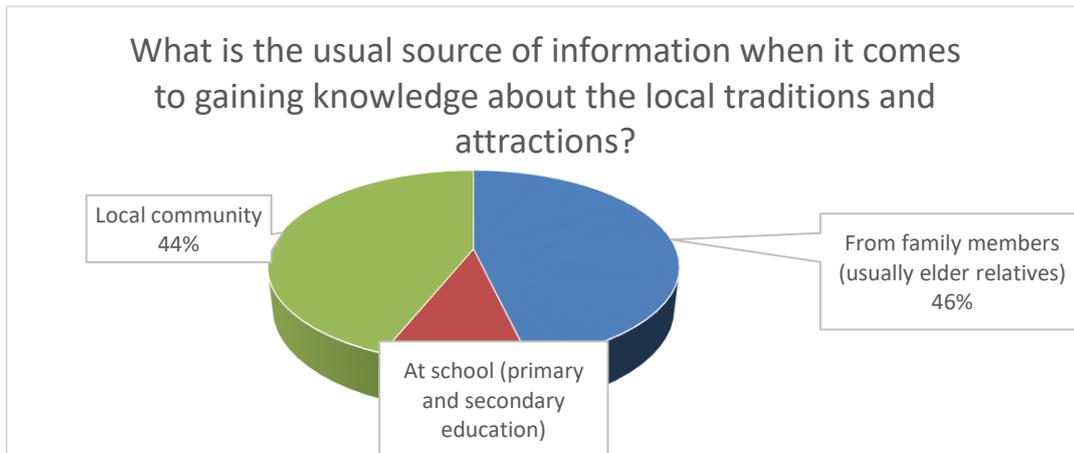
- Cheese Oscypek
- Pierekaczewnik - is a kind of large dumpling made of many layers of dough stuffed with meat or fruit. It came to Polish cuisine thanks to Tatar minority. Heather mead from Bory Dolnośląskie - honey produced by bees from heather pollen (up to 80%).
- Meads: Półtorak, Dwójniak, Trójniak, Czwórniak - A beverage made from fermented honey known since pre-Slavic times in Poland and Lithuania. The names of particular varieties are connected with the degree of dilution of honey with water.
- Rogal świętomarciński - traditionally baked in Poznan on November 11, made of half-francine pastry with a filling of white poppy seeds, vanilla, ground dates or figs, sugar, cream, raisins, butter and orange peel.
- Wielkopolska fried cheese
- Andruty Kaliskie - Very thin wafers baked in Kalisz.
- Gold-of-pleasure oil - is obtained from gold-of-pleasure plant called gold-of-pleasure, cultivated in Poland already in prehistoric times. Such oil is characterized by very high health properties.

Regional crafts:

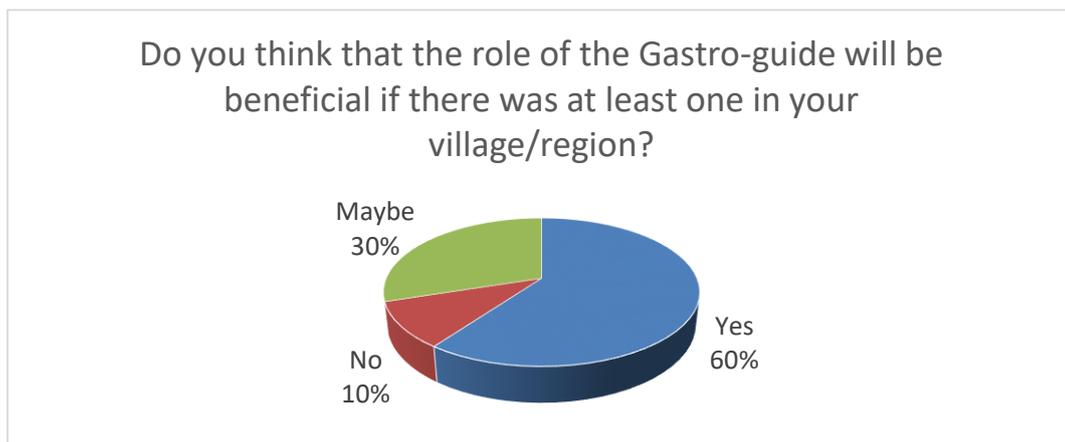
- Wicker products
- Krywulka is a kind of traditional Lemko ornament. It is made of small glass beads with a diameter of up to 2 mm, threaded together to form an openwork, intricate whole.
- Pottery
- Cooperage is one of the dying out professions. It is a technique of manufacturing wooden vessels and other useful objects by hand.
- Beekeeping



39. What is the usual source of information when it comes to gaining knowledge about the local traditions and attractions?



40. Do you think that the role of the Gastro-Guide will be beneficial if there was at least one in your village/region?



41. If yes, please share in what way do you think the Gastro-Guide would be most beneficial for the rural areas in your country?

- Share the knowledge of the local traditions and food
- Promotional activities of regional agritourism
- Marketing
- Organization of events promoting local agritourism

Survey's short analysis

Majority of our respondents are interested in participation in Gastro Guide training. Some of them have already participated in the training courses related to running an agritourism business.

Majority of the respondents think that the training should last between 16-30 hours. 22 respondents would like to take part in the Gastro Guide training and have a few hours per day to dedicate to this training. Most respondents prefer to have the training course on the e-learning platform and manual.

Questionnaires summary

Country report Italy

Partners:

ISTITUTO FORMAZIONE OPERATORI
AZIENDALI (IFOA)

Unione regionale delle Camere di commercio
dell'Emilia-Romagna



Country report – Italy

INTRODUCTION

In Italy, 78 filled questionnaires were collected and analyzed in the following country report.

Summary of the Responses gathered with the Questionnaire:

Demographic and socio-economy profile and characteristics of the respondents

General information

Out of the total respondents to the questionnaire, only one maintained anonymity. All the others fully shared their identity by providing both their first name and surname. 60% of the respondents were male, 40% female.

3. What's your position?

75% of the respondents provided their professional status. Making 100 out of those who responded, it appears that 77% are in paid employment while the remaining 23% are either students or interns (all in courses of study related to the subject in object).

Paid employment - 18

Students or interns - 60

4. What's your Country?

The respondents are all Italian except for one Moldovan citizen who is, however, in our country.

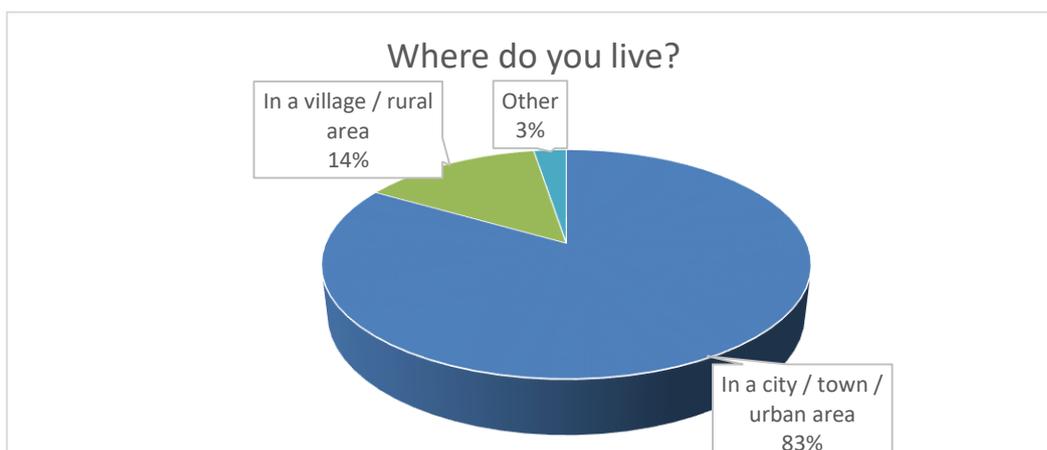
Italy - 77

Other – 1

Background

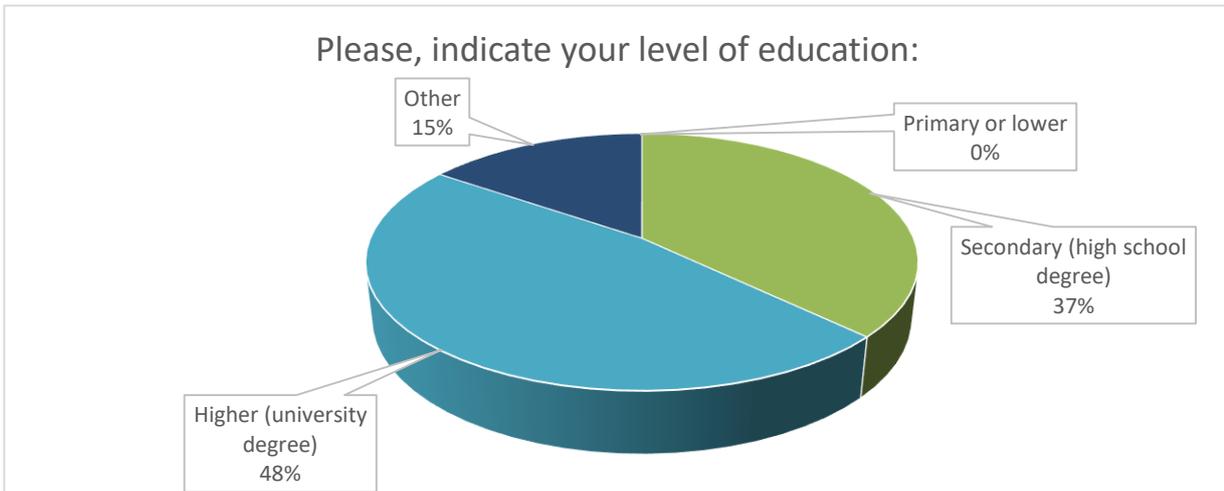
5. Where do you live?

Almost 83% of the respondents live in a city or urban area, while 15% live in a village or rural area. Only one respondent lives in the open countryside.



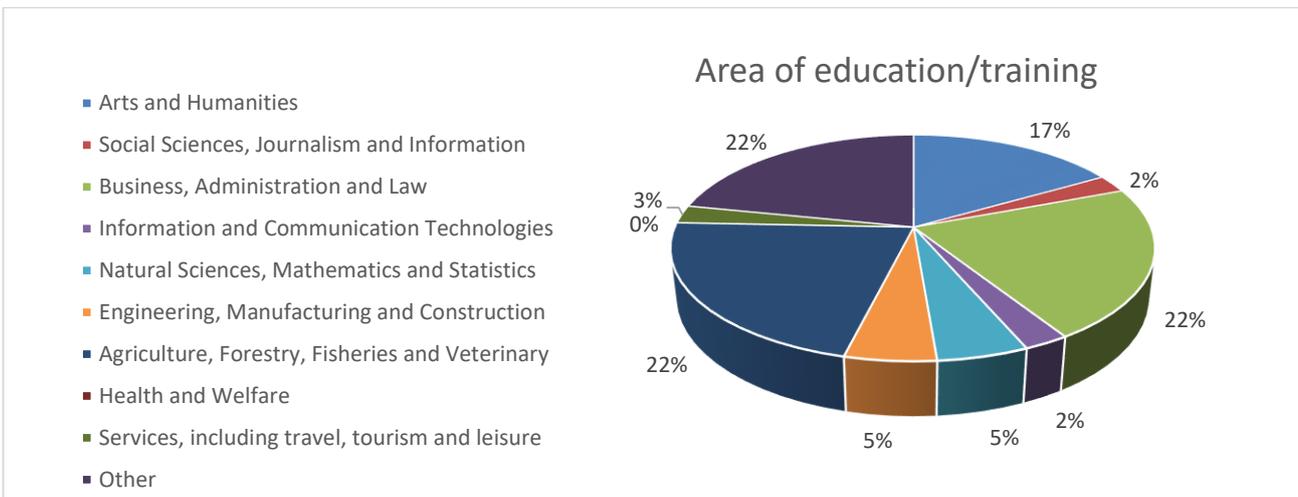


6. Please, indicate your level of education:



As for the respondents' level of education, none of them have primary or lower school level. Most of the respondents (47.5%) have a tertiary level of education (university) while 37.5% have a high school level. One 15% of the respondents possess a post-university level of education. In particular, two are graduates of the ITS, tech&food branch and two have a PhD (in fact, the teachers of a training course for figures contiguous to that assumed for G.G. were also involved in the survey).

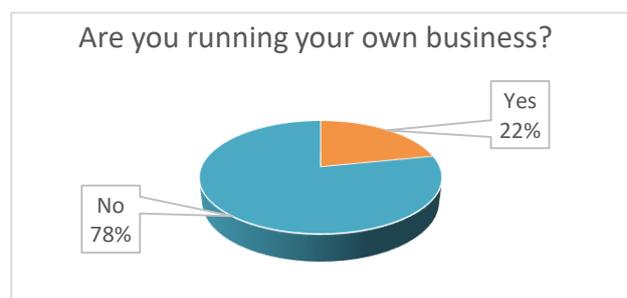
7. Please, indicate the field of your education and/or training:



The most frequent areas of specialisation among the respondents are economic and legal studies, environmental and forestry studies, and gastronomy, food, marketing of agri-food products and management (the last two, strictly speaking, would fall under the economic-legal area).

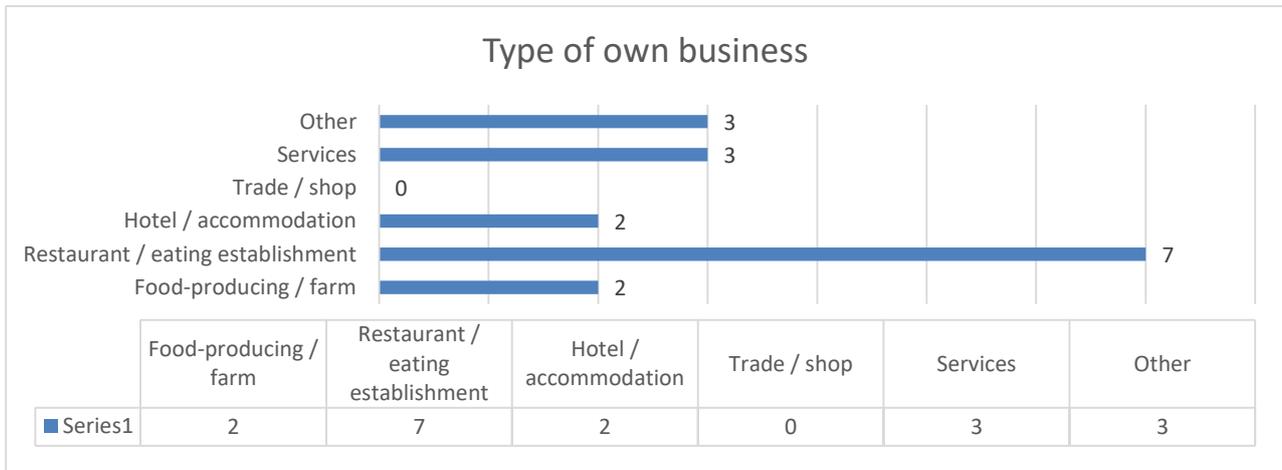
8. Are you running your business?

Question no. 8 was aimed at identifying those who are running a business. 22% of the respondents run a business. Those who run a business were asked about the relevant sector (question no. 9). The result is that most of them are active in the catering or related consultancy sectors.



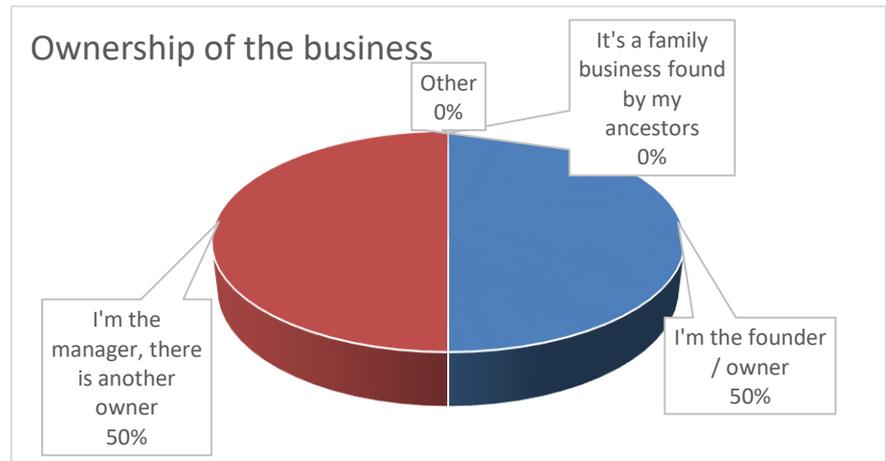


9. What type of business are you running?

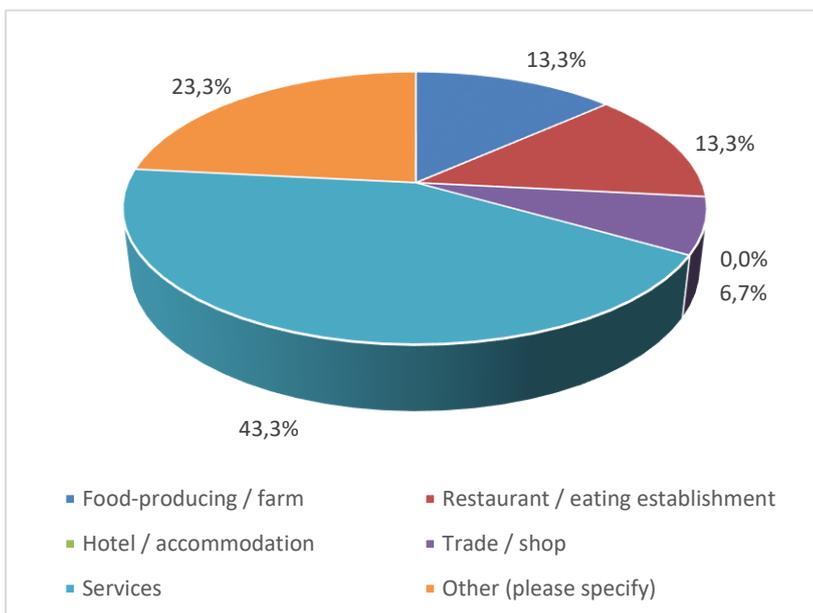


10. Did you found it or you inherit it?

50% of those who run a business started this business alone or with others, while for 20% it is a family business. The remaining 30% run a business that has a different owner.



14. What is the area of operation of the company/organisation you are working in?



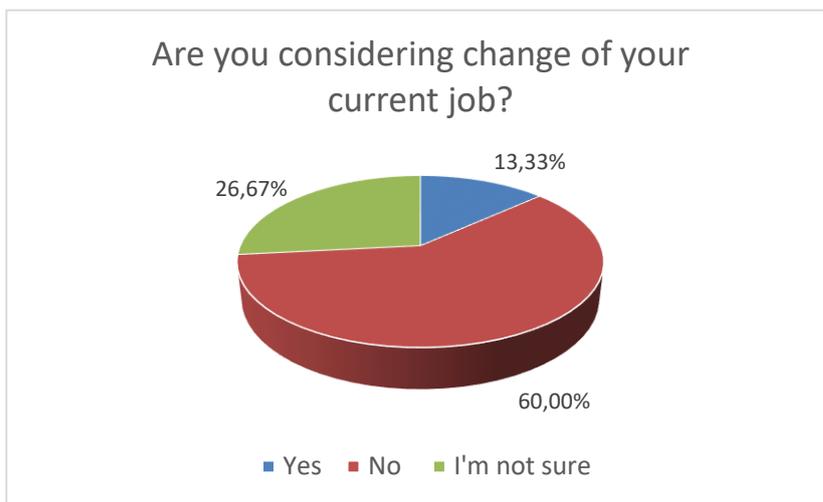
The same question that was posed above to those who run a business was posed to all those who work. The sector with the highest number of responses is the service sector (which, however, also incorporates mediation and consultancy activities for the food industry). This is followed by food production (together with primary sector businesses) and restaurants.



16. What is your position in the company?

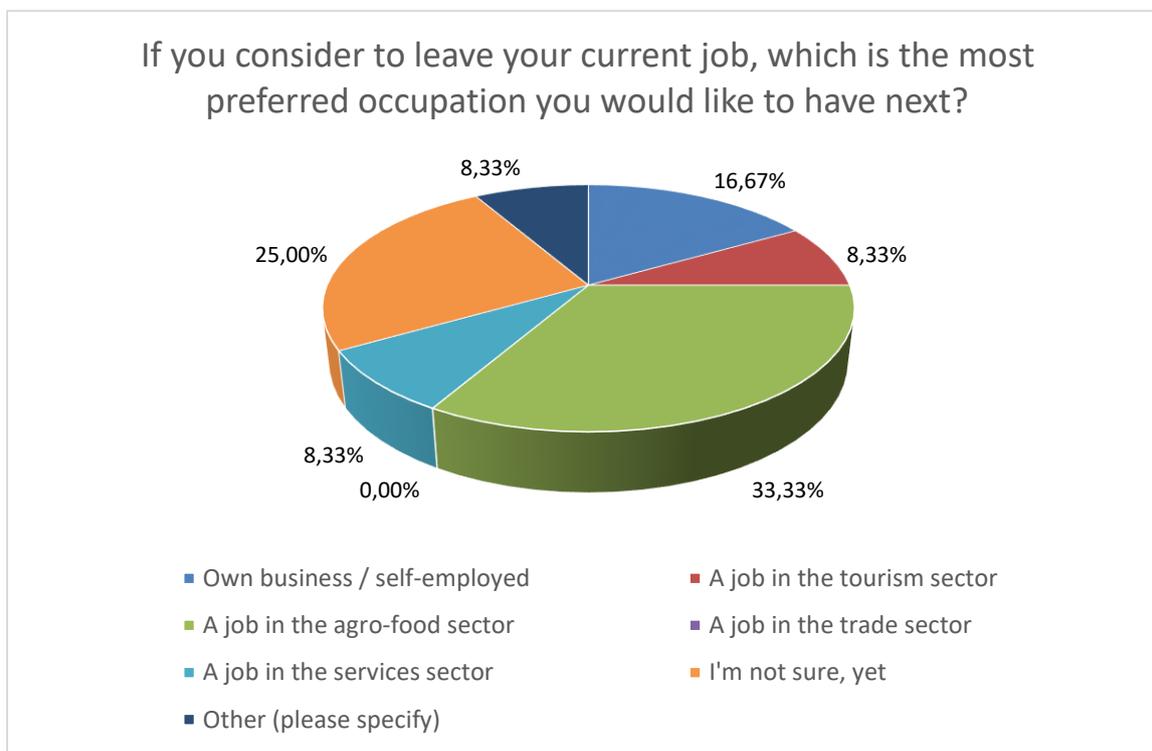
Respondents to the questionnaire work in a wide variety of professions but, in most cases, these are professions related to the world of food (from maître d'oeuvre, to wine manager, to chef, to marketing manager for production companies, to agent) and to the world of tourism. There is also a quota of teachers on specialised courses on the world of food and tourism, and also a representation of environmental guides.

18. Are you considering change of your current job?



19. If you consider to leave your current job, which is the most preferred occupation you would like to have next?

Only 13% of the respondents are thinking of changing jobs and one third of these, if they did, would go into the agri-food sector.





Gastro-Guide's profile

In order to exploit the reader's attention in the most useful way possible, the questionnaire's elaboration is done by anticipating the analysis of questions concerning the characteristics of the future Gastro-Guides and the related training course with respect to the profiling questions of the questionnaire respondents.

The focus of the survey is certainly on questions 20, 21, 22 and 23, i.e., those concerning the knowledge useful to the future Gastro-Guide and the skills he/she should have. The analysis of these questions is, therefore, carried out first.

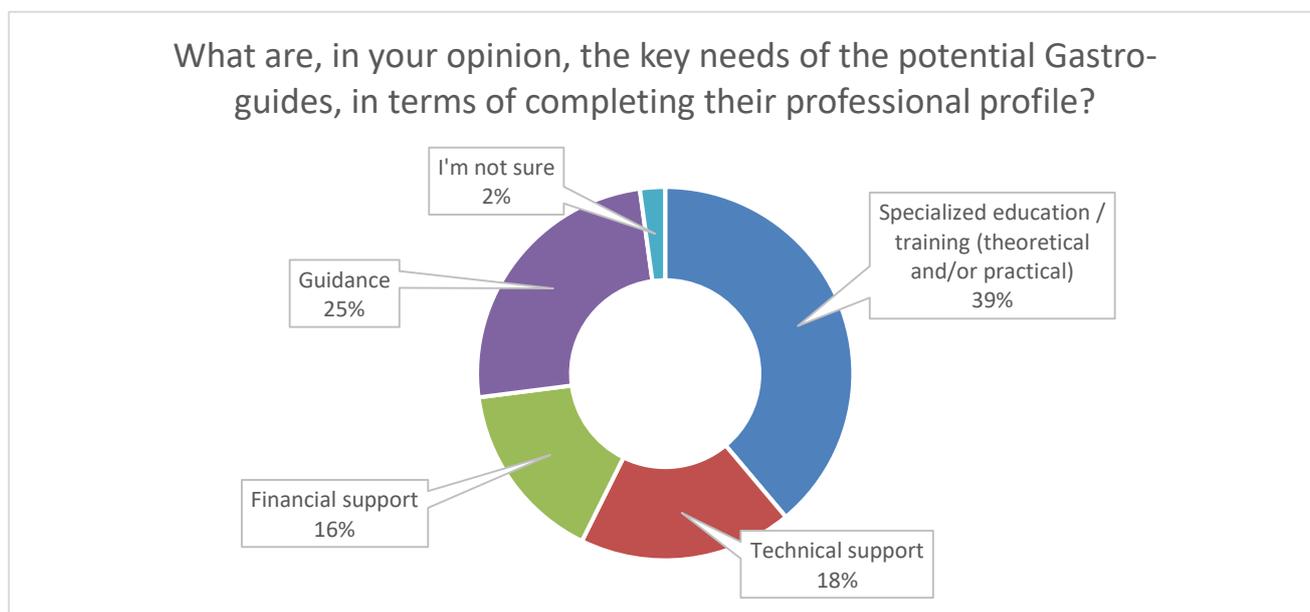
The objective of question no. 20 was to identify what the main needs of potential Gastro-Guides were. Each respondent could identify a maximum of 3.

According to the respondents, the main need of future Gastro-Guide is the need for specialised education and training (theoretical and practical), which was mentioned by almost 93% of the respondents. Then comes the need for guidance (mentioned by almost 59% of respondents) and technical support (mentioned by almost 44%).

It is also worth mentioning that all respondents filled in this question, which shows their interest in the topic.

20. What are, in your opinion, the key needs of the potential Gastro-Guides, in terms of completing their professional profile?

The most often answer given are as follows:



21. What are, in your opinion, the most important competences for the Gastro-Guides to be able to successfully implement their role?

Question no. 21 aimed to identify the most important competences for the GG. Each respondent was asked to assign a rating from 1 to 5 to each of the competences identified by the working group. The competences which receive the greatest number of high scores can be grouped into skills which fall within the personality of the profile; the attitude of the candidate (good presentation and communication skills, willingness to learn, self-motivation and enthusiasm, and interest in history, culture and gastronomy); and skills which can be defined as acquired (knowledge of the gastronomy of the region, knowledge of the history of the region,

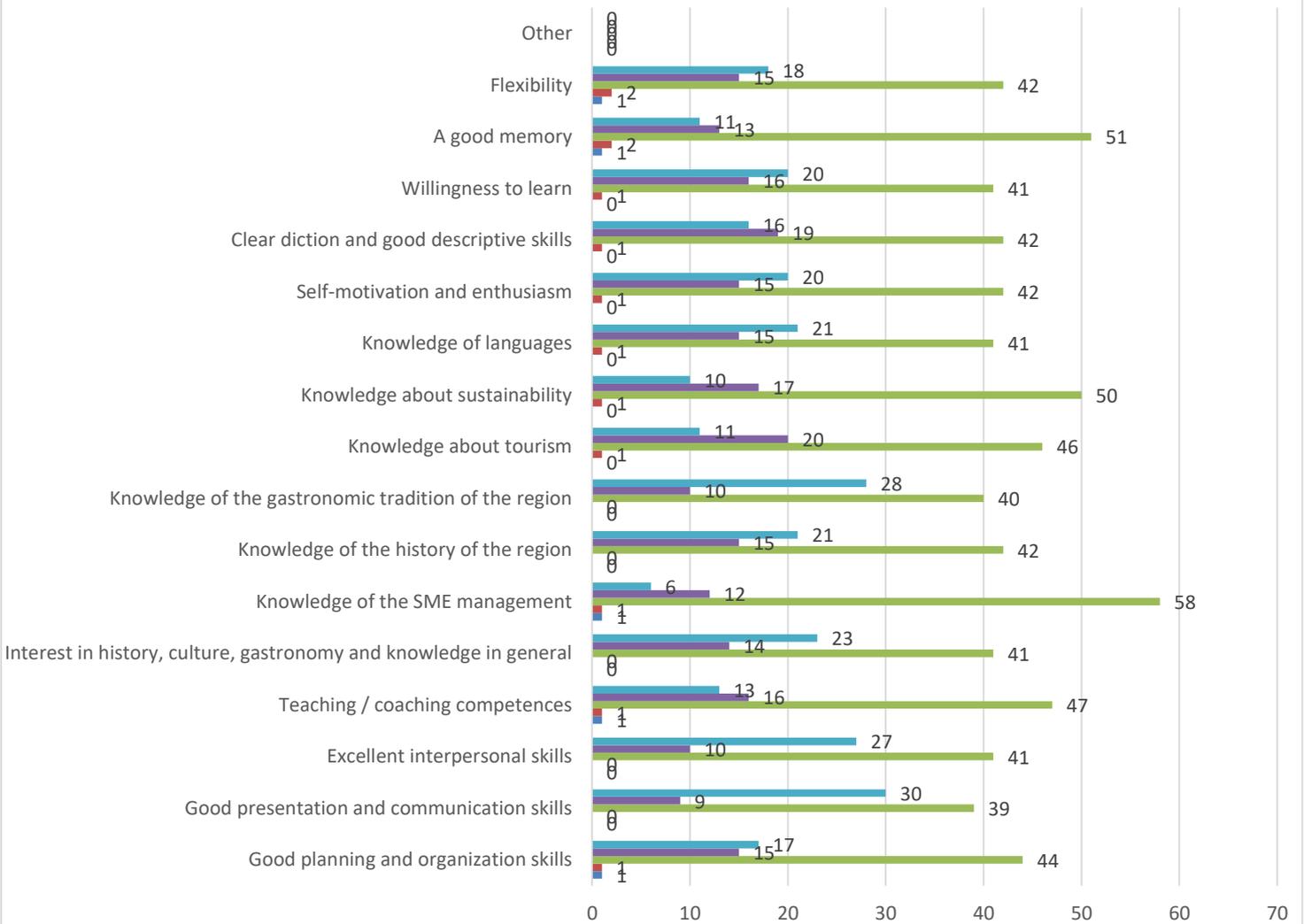


and knowledge of languages). By contrast, lower importance is placed on knowledge of SME management and a good memory. Nor is sustainability top-of-mind for respondents.

Answer Choices	Number of cases			
	Importance 4	Importance 5	Importance 5 or 4	Importance 1 or 2
Good planning and organization skills	15	17	32	2
Good presentation and communication skills	9	30	39	0
Excellent interpersonal skills	10	27	37	0
Teaching / coaching competences	16	13	29	2
Interest in history, culture, gastronomy and knowledge in general	14	23	37	0
Knowledge of the SME management	12	6	18	2
Knowledge of the history of the region	15	21	36	0
Knowledge of the gastronomic tradition of the region	10	28	38	0
Knowledge about tourism	20	11	31	1
Knowledge about sustainability	17	10	27	1
Knowledge of languages	15	21	36	1
Self-motivation and enthusiasm	15	20	35	1
Clear diction and good descriptive skills	19	16	35	1
Willingness to learn	16	20	36	1
A good memory	13	11	24	3
Flexibility	15	18	33	2



What are, in your opinion, the most important competences for the Gastro-guides to be able to successfully implement their role?



	Good planning and organization skills	Good presentation and communication skills	Excellent interpersonal skills	Teaching / coaching competences	Interest in history, culture, gastronomy and knowledge in general	Knowledge of the SME management	Knowledge of the history of the region	Knowledge of the gastronomic tradition of the region	Knowledge about tourism	Knowledge about sustainability	Knowledge of languages	Self-motivation and enthusiasm	Clear diction and good descriptive skills	Willingness to learn	A good memory	Flexibility	Other	
1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0
2	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	2	2	0
3	44	39	41	47	41	58	42	40	46	50	41	42	42	41	51	42	0	
4	15	9	10	16	14	12	15	10	20	17	15	15	19	16	13	15	0	
5	17	30	27	13	23	6	21	28	11	10	21	20	16	20	11	18	0	



Taking into account the competences which achieved the highest rating (level 5), the ranking of the most important largely overlaps with that reported above.

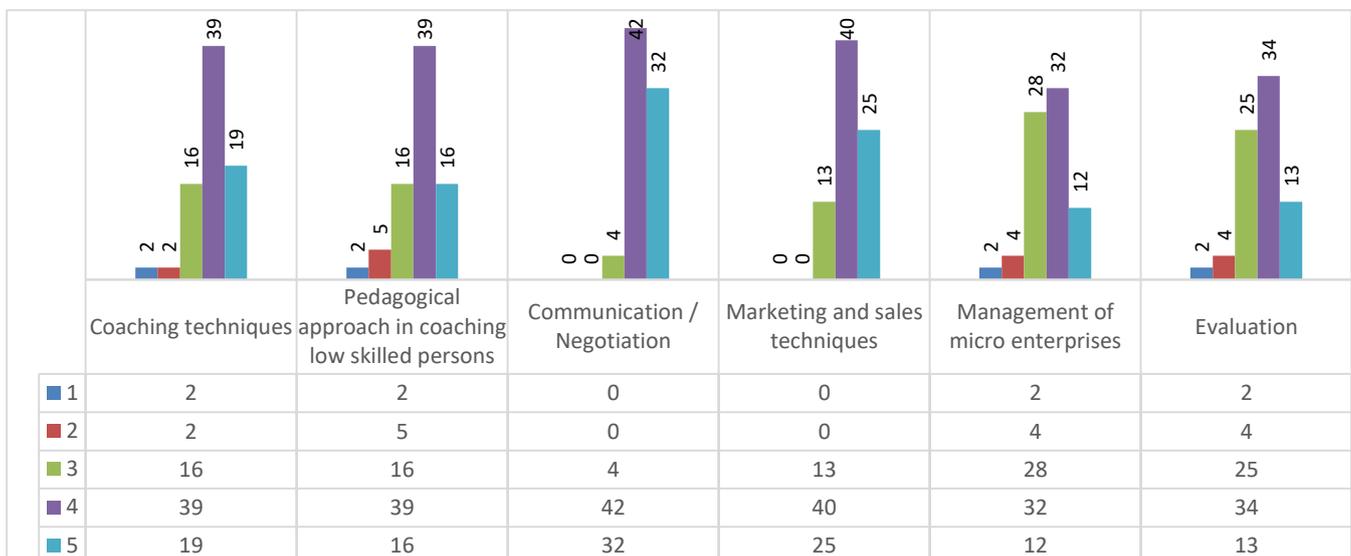
The ranking of the “second best” competences, i.e. those which achieved the second highest score of 4, highlights two other competences which should not be overlooked: knowledge about tourism (economy) and clear diction with good descriptive skills.

Gastro-Guide Training Course

22. Please, rate the training modules listed below by their importance and usefulness for the preparation of the future Gastro-Guides?

Question no. 22 aimed to identify the most important training modules for the GG. The two modules that received the greatest number of high ratings are those of communication and negotiation and marketing and sales techniques, followed by coaching techniques. All the training modules identified by the international working group, however, achieved an excellent ranking in terms of scores of 4, indicating that they were correctly identified by the working group.

Answer Choices	Number of cases			
	Importance 4	Importance 5	Importance 5 or 4	Importance 1 or 2
Coaching techniques	20	10	30	2
Pedagogical approach in coaching low skilled persons	20	8	28	4
Communication / Negotiation	22	17	39	0
Marketing and sales techniques	21	13	34	0
Management of micro enterprises	17	6	23	3
Evaluation	18	8	26	3





23. Are there any other training modules that you think would be useful for the Gastro-Guides' preparation? (Please, list your suggestions)

Question no. 23 left space for suggesting other training modules. Of significant interest is the fact that over 40% of respondents took the opportunity to suggest modules (16/39). Of the 17 modules suggested, 9 concerned knowledge of fine regional food and wine products, their history, their production processes, and pairings (including visits to the companies which produce them), indicating that this training module must be included in the training course for the GGs. Another module suggested by more than one respondent is foreign languages, which is also, clearly, essential. Also mentioned were storytelling, the use of social media as promotional/engagement tools, and storytelling involving local history and geography.

Answers	No. of answers
Typical and quality products	9
Languages	2
Visiting firms producing PDO, PDG and DOC products	1
Storytelling	1
History/Heritage	1
Local Geography	1
"food pairing"	1
Social media usage	1

24. Are you aware of other existing training schemes (for basic or extended competences) that could be beneficial for the Gastro-Guides' preparation?

Question 24 aimed to verify the existence of other training courses which may be of benefit to any future GGs. The majority of respondents (70%) reported that they did not know of any, while almost 15% offered suggestions.





25. Please, share the training programmes that you are aware of and could be beneficial for the preparation of the Gastro-Guides, e.g. educational programmes, professional courses, informal courses, etc.

Given the importance of being aware of external options adjacent to the training course, the answers provided to the subsequent question no. 25, which asked to list these training courses, are reported below:

University of Gastronomic Sciences, Master of Gastronomy, Food History Courses
GAE Environmental Hiking Guide
IFTS courses in food and wine
ITS TECH & FOOD
ITS TECH&FOOD COURSES
IFOA Course

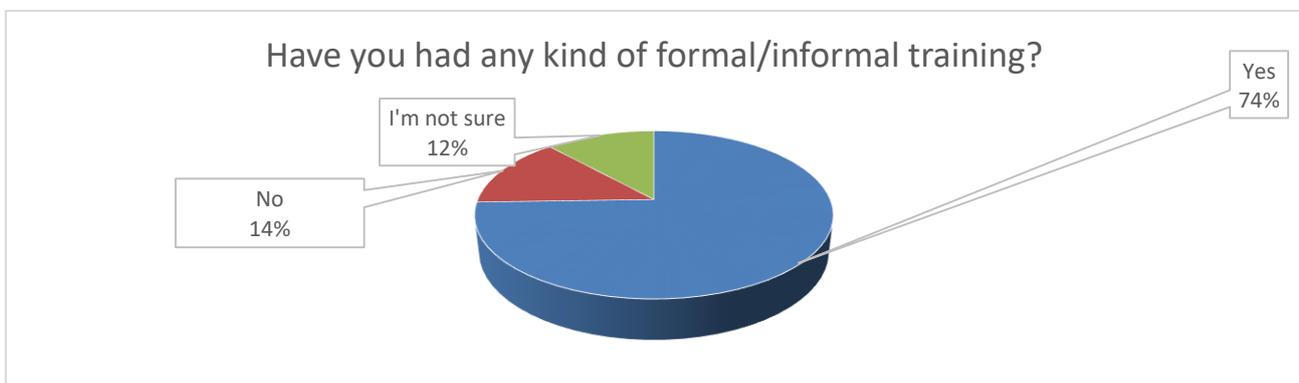
Potential Gastro-Guides

26. Are you interested in being involved in a training for a Gastro-Guide?

Also of interest is the fact that only a third of respondents stated that they were not interested in the GG course. This figure is very high considering that the survey also involved many respondents who already possess a competence related to that hypothesized for the GGs (having gained it over time, for example, through their work). By contrast, 46% reported being currently interested in the course, while the remaining 20% did not rule it out, declaring themselves undecided.



27. Have you taken any kind of formal / informal training that has allowed you to acquire skills that could be useful for the Gastronomic Guide profile - for example communication skills, organizational skills, teaching skills, etc.?

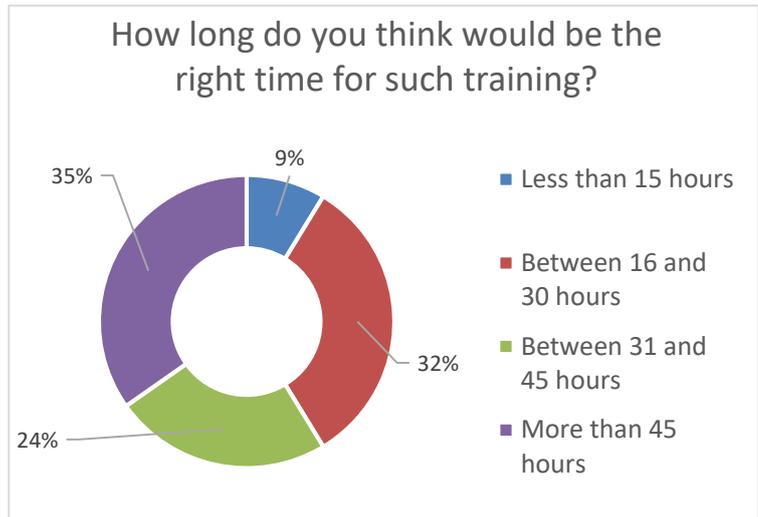




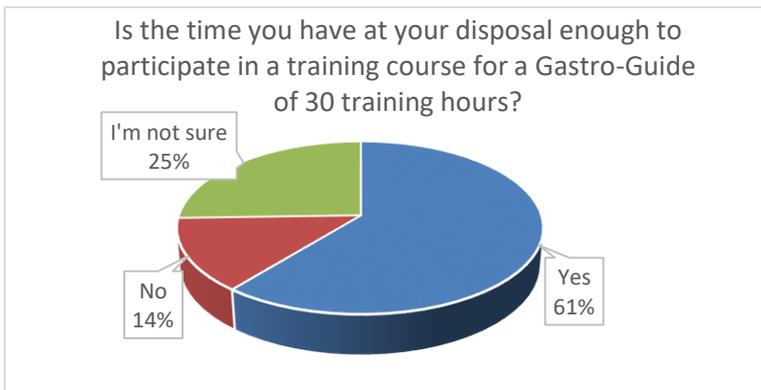
So far, all questions have been answered by all interviewees. From here on this is not the case, as not all participants in the questionnaire had the opportunity to be able to express opinions on complex topics such as the duration of the training course.

28. How long do you think would be the right time for such training? (Please, indicate the acceptable number of training hours, according to your opinion):

Question no. 28 aimed to find out the ideal duration of the training course for the GGs. 50% of respondents think a duration of between 16 and 44 hours is ideal, while almost a third of respondents are in favour of a course of over 45 hours. Shorter durations are very low (7%), while the 10% suggesting an alternative duration included suggestions for a full-time course lasting 2 months, a year-long course, and a 96-hour course, half of which to be guided visits. It should be noted that the importance of guided visits was attributed to those involved in regional and gastronomic promotion.

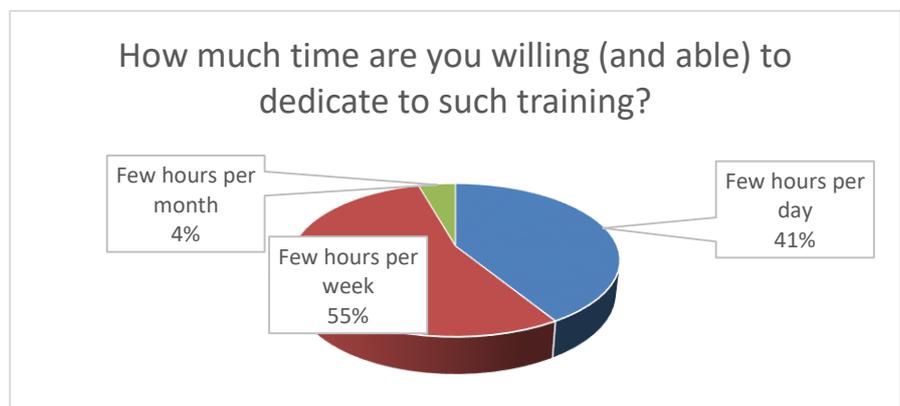


29. Do you have enough time to attend a 30-hour gastronomic guide training course?



30. How much time are you willing (and able) to dedicate to such training?

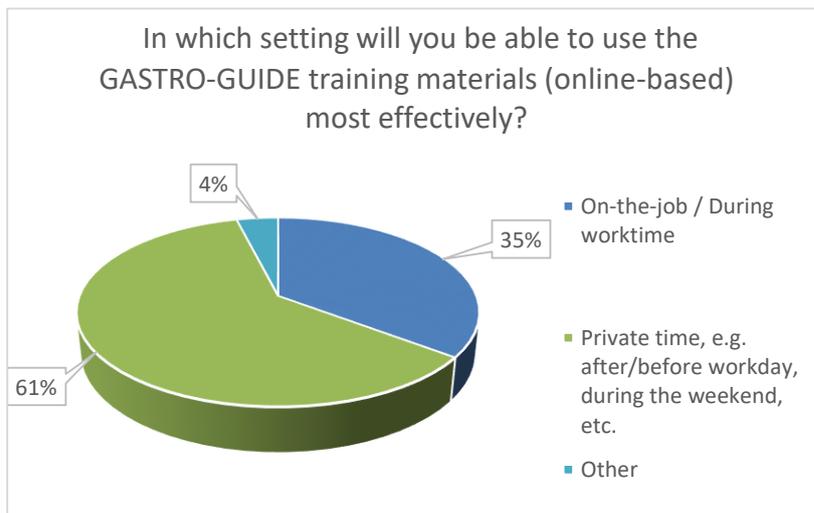
Question no. 30 aimed to shift from theory to practice by asking respondents how much time they would be able to dedicate to the training course for the development of the GGs. The vast majority could dedicate a few hours per day or a few hours per week (85%).





31. In which setting will you be able to use the GASTRO-GUIDE training materials (online-based) most effectively?

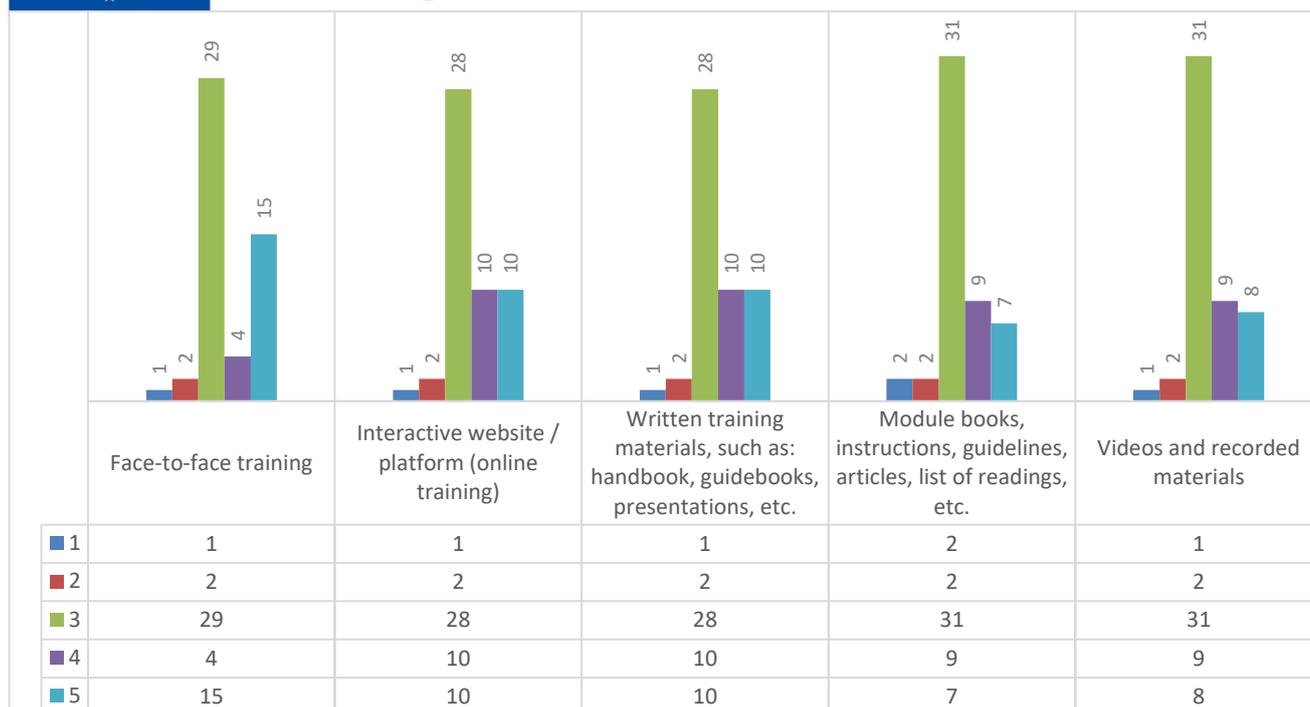
Question no. 31 aimed to verify in which setting the GG training materials for professional development would be used most effectively. Almost 2 out of 3 respondents stated that the most effective use of the materials would be during private time, while the remaining third considers use during work time to be the most effective.



32. How would you like to receive information/training on these topics? (Please rate the suggested types of training materials, where 1 = not preferred and 5 = most preferred)

Question no. 32 aims to investigate preferences for how the training is received. The respondents' preferred method by far was face-to-face. Looking closely at the respondents reveals that this method is mainly preferred by professionals in the sector. This is followed by interactive websites and written material.

Answer Choices	Number of cases			
	Level 4	Level 5	Level 5 or 4	Level 1 or 2
Face-to-face training	4	15	19	3
Interactive website / platform (online training)	10	10	20	3
Written training materials, such as: handbook, guidebooks, presentations, etc.	10	10	20	3
Module books, instructions, guidelines, articles, list of readings, etc.	9	7	16	4
Videos and recorded materials	9	8	17	3

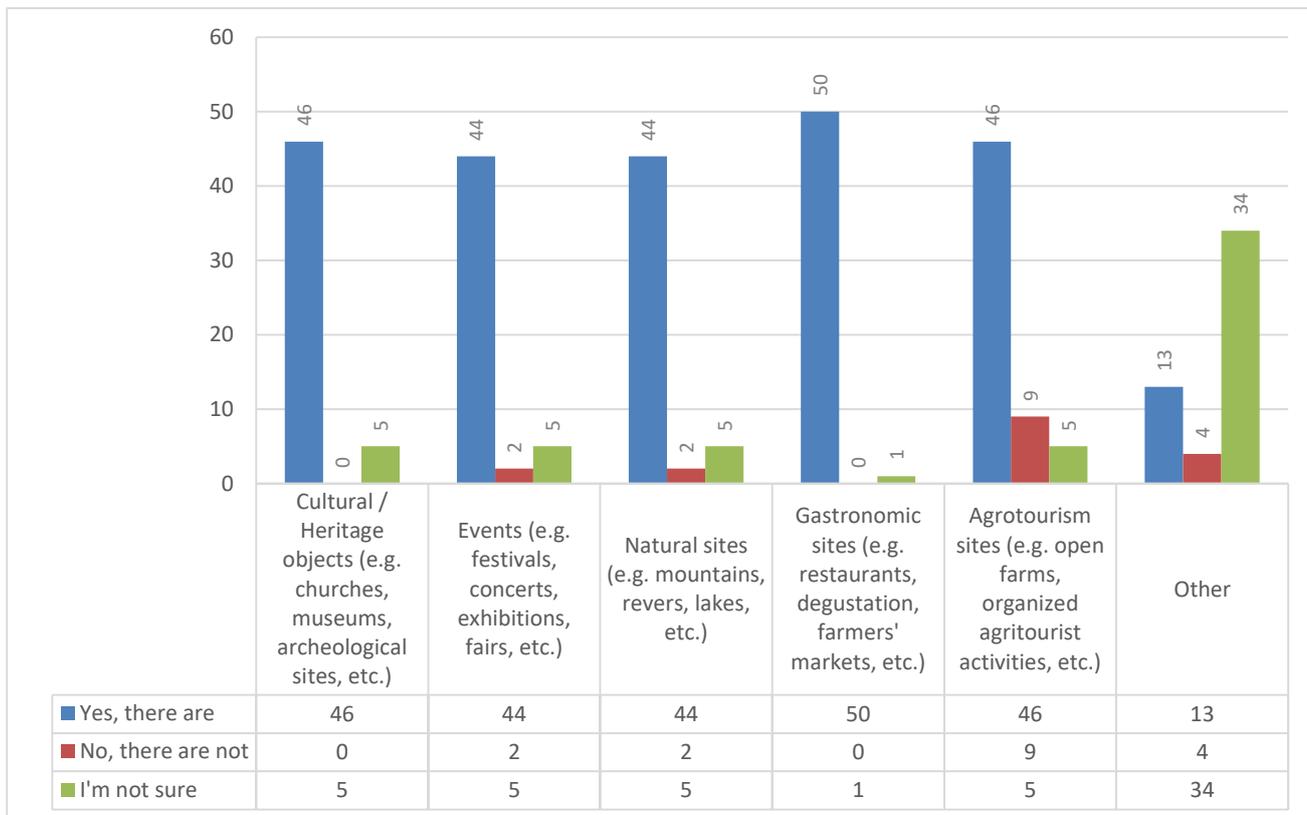


Local Knowledge and Potential

33. Are you aware of any interesting attractions that could be visited or explored in your village? Please, mark your answers in the table.

Question no. 33 aims to verify the presence of attractions in the respondents' local area. The answers highlight the wealth of local attractions in terms of sites potentially suitable for attracting tourists. In short, respondents who report a lack of certain kinds of attraction are very few. These are largely events and nature-based sites (5% of respondents in each case). The sites mentioned by those who report the existence of other attractions are: wine and food itineraries, farms, and UNESCO MAB (Man and Biosphere) areas.

Answer Choices	Yes, there are %	No, there are not %	I'm not sure %
Cultural / Heritage objects (e.g. churches, museums, archeological sites, etc.)	90,00%	0,00%	10,00%
Events (e.g. festivals, concerts, exhibitions, fairs, etc.)	84,62%	5,13%	10,26%
Natural sites (e.g. mountains, rivers, lakes, etc.)	85,00%	5,00%	10,00%
Gastronomic sites (e.g. restaurants, degustation, farmers' markets, etc.)	97,44%	0,00%	2,56%
Agritourism sites (e.g. open farms, organized agritourist activities, etc.)	90,00%	0,00%	10,00%
Other (please specify)	25,00%	8,33%	66,67%



34. Please, share with us the most attractive places or events that you think are worth it to be visited in your village (if any):

Question no. 34 allowed survey participants to share places or events of interest in their area. Many typical local products and related events were mentioned, but also many places of naturalistic and environmental and cultural interest, demonstrating the actual close relationship between the food and wine tourism product and the environmental and cultural tourism products.

The following table shows the responses obtained demonstrating the variety and richness of the territory.

Farmhouses, dairies, wine cellars
Basilica della Ghiara, Pizzeria Piccola Piedigrotta, Tower of San Prospero, Loggiato Sotto Broletto
Pietra di Bismantova, Fresh filled pasta
Castellarquato, Torrechiara, Salvarano di Quattro Castella, Pavullo nel Frignano, Rocchetta Mattei, Castel del Rio, Brisighella, Castrocara Terra del Sole, Villa Verucchio, Comacchio, Salumifici, prosciuttifici, caseifici, acetaie, cantine, frantoi, forni, magazzini ortofrutticoli, Chiese, battisteri, castelli, circuits automobilistici, Spiagge, GrandHotel evocative etc.
Acetaia Giuseppe Giusti; Osteria Franciscana; Albinelli Market;Cibus
VISIT THE MOUNTAIN AND ITS SURROUNDINGS



The cooked must festival
Centomani, Arrogant Sour Fest, Emilia Sur Li, Vini di Vignaioli, FIVI, Vignaioli Contrari, Fermento Emilia, La Bonissima, Sagra del Lambrusco di Castelvetro, Festa dei Ciliegi in Fiore, Most Cot
Matildic Lands and Apennine Villages. Via Matildica of the Holy Face
It would be a very long list
COLLI EUGANEI CAPPELLA DEGLI SCROVEGNI CASILICA DEL SANTO PRATO DELLA VALLE ABANO TERMESALONE DEI SAPORI (UNDER THE HALL) - PALAZZO DELLA RAGIONE
Acetaia Giusti, Cantine Paltrinieri, Caseificio 4Madonne
paths, cycle paths, castles
Renato Brozzi Museum and Bella Ripa Agritourism
The high Modenese Apennines offer a wide range of activities for the summer, from village festivals on typical products, to gastronomic venues, to the search for historical traces of a past that has remained uncontaminated and hidden in the mountains and woods surrounding an area rich in tradition.
Various dairies in the Modena area. Festivals of filled pasta such as tortellini, cappellacci, ravioli.
FATTORIA ROSSI AGRITURISMO MONTEBADUCCO
River Po with nearby restaurants, Colli Bolognesi with aperitifs in the vineyards, ... More
Sausage factories, dairies, wine cellars
Labirinto della masone, Festival Verdi, Parco 100 laghi, Antica Corte Pallavicina, Cantina il Poggio

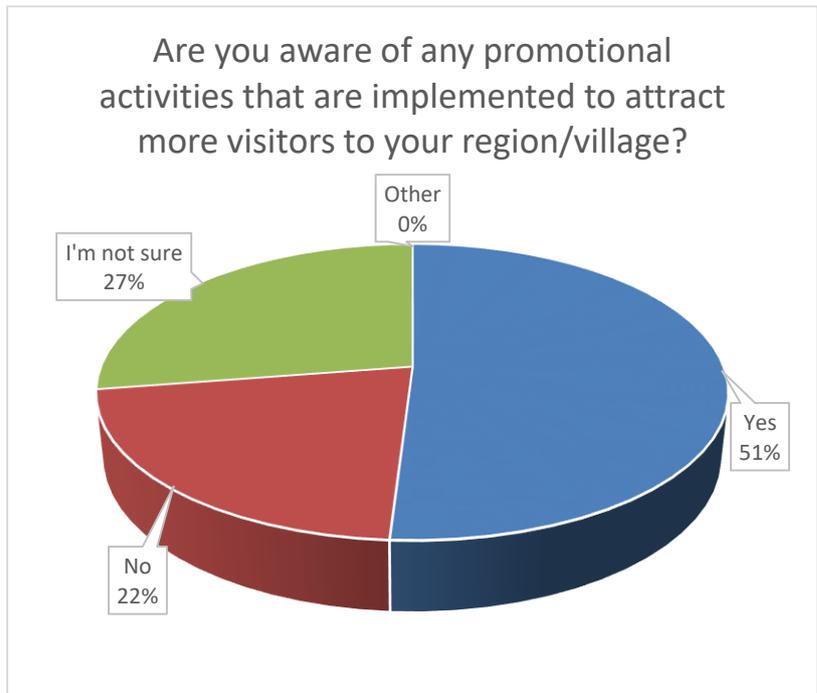
This was followed by two **questions no. 35 and 36**, which aimed to investigate the knowledge and level of satisfaction regarding the promotional actions implemented to attract more visitors to the relevant territory and, more generally, to our region.

Regarding the level of knowledge, it should be noted that only two respondents did not express an opinion. Twenty per cent of the respondents stated that they were not aware of the promotion initiatives in question, while 28% were unsure of the topic and 58% were aware of them.

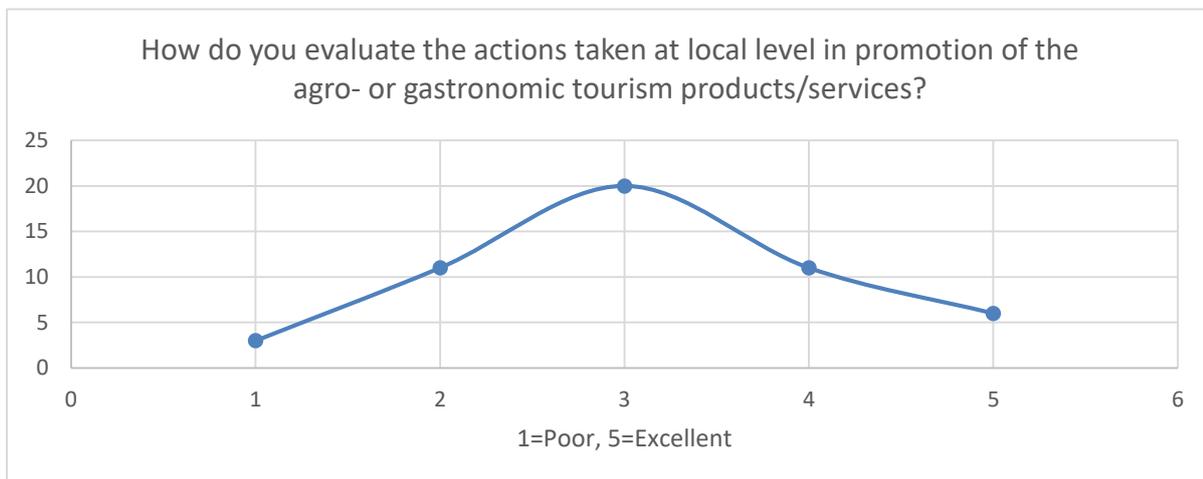


35. Are you aware of any promotional activities that are implemented to attract more visitors to your region/village?

As far as the level of satisfaction expressed for these promotional initiatives is concerned, the first element to consider is that all respondents expressed an interest in the topic. The level of satisfaction could be expressed with the usual use of a five-value graded scale (where 1 is insufficient and 5 equals excellent). The average rating expressed by the respondents is 3.15, thus, an intermediate rating, fully sufficient. The evaluations expressed are arranged like a Gaussian curve around the average, a sign of an actual evaluation that is sufficient overall and not produced by outliers. Indeed, to be fully rigorous, the good and excellent evaluations (4 and 5) are more frequent (34.2%) than the insufficient evaluations (1 and 2) which stop at 26.8%.



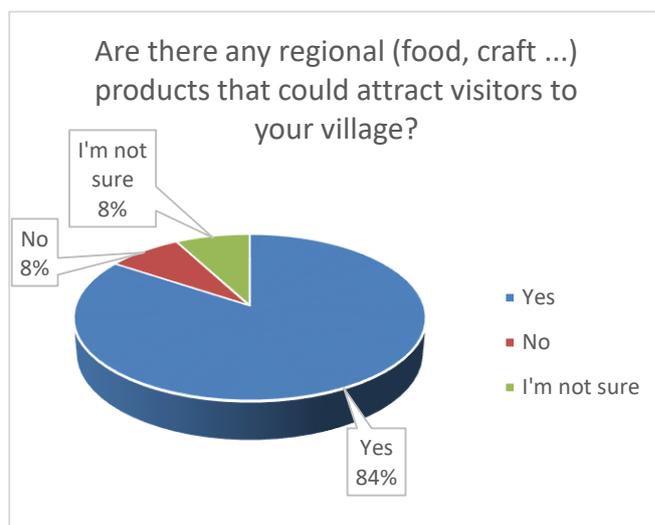
36. How do you evaluate the actions taken at local level in promotion of the agro- or gastronomic tourism products/services? (please, indicate your answer by using the scale where 1 = Poor and 5 = Excellent)





37. Are there any regional (food, craft ...) products that could attract visitors to your village?

Also of interest was question no. 37, which aimed to test respondents' awareness of the presence of local products (food, handicrafts, etc.) that could attract visitors to the area. Only 3 respondents denied the existence of such products. While over 85% of respondents said they were sure of the existence of these products. This is a sign that awareness of the richness of gastronomic and artisanal (but especially gastronomic) heritage is widespread.



38. If yes, please share those that you find of more value and you think are known regionally but unknown in the world:

The next question no. 38 was aimed at receiving suggestions regarding these products. Respondents characterised their answers on the basis of their territories of origin. In general, these were quality products drawn from PDO (Protected Designation of Origin) and PGI (Protected Geographical Indication) products, traditional products, Slow Food presidia, quality products but also traditional recipes. More than 70 products or recipes were suggested, starting from products that are already well-known even abroad (to name just two: Parmigiano Reggiano and Prosciutto di Parma) to products that are more exquisitely local but have considerable potential.

In order to be able to draw on this considerable wealth of information, a summary table of suggestions is given below:

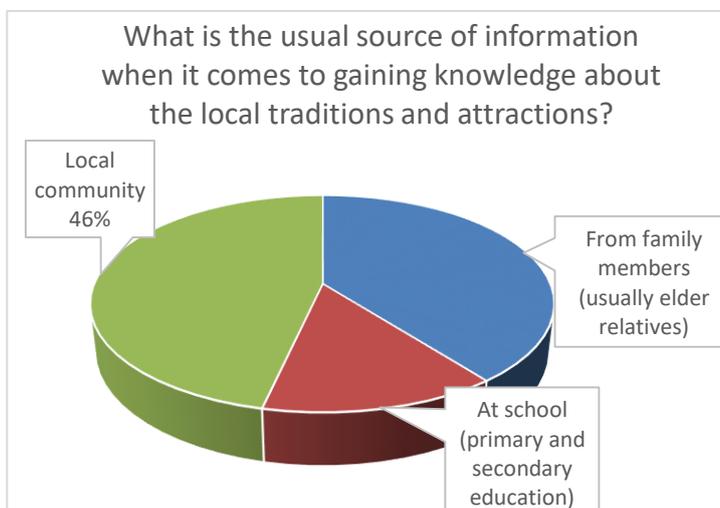
Erbazzone, Spergola, Reggiano liqueur
All traditional products. All traditional recipes
19 PDO products, 25 PGI products, 440 PAT products, 20 Slow food Presidium products, 25 DE.CO. products.
Mountain sugar
Balsamic Vinegar of Modena; Amarene bruschette di Modena Igp; Ciliegia di Vignola Igp; Cotechino Modena Igp; Mortadella Bologna Igp; Culatello di Zibello Dop; Prosciutto di Modena Dop.
PARMESAN CHEESE, PECORINO CHEESE, MUSHROOMS.
coppa di parma and coppa piacentina,
Moretta Cherry, Barozzi Cake, Amaretti di Modena
Territory of Parmigiano Reggiano.



Squacquerone
Moretta
ASIAGO CHEESE, PANDORO, PERNUMIA ASPARAGUS, BAONE PEAS, BACCALÀ MANTECATO, ANY TYPE OF RISOTTO, SARDE IN SAOR, VENETIAN-STYLE LIVER, PROSECCO
Balsamic Vinegar of Modena
Traditional balsamic vinegar
UNKNOWN NONE, BUT POTENTIABLES: BALSAMIC VINEGAR, PARMESAN CHEESE, LAMBRUSCO, COLD CUTS IN GENERAL, EGG PASTA
Caciotta, Borlenghi, CRESCENTINE, Ciccicoli
Cappellacci di zucca, coppia Ferrarese, cotechino, tortellini, lasagne.
ERBAZZONE
MODENA BALSAMIC VINEGAR, LAMBRUSCO, PARMIGIANO REGGIANO, TORTELLINI/FRESH FILLED PASTA
Parmesan cheese, Parma ham
Parmesan, Culatello, Prosciutto
All production recognised with quality marks ... either by the EU, ministries or regions, etc.
Salumi piacentini PDO
parma ham, parmesan cheese, lambrusco emiliano, various cured meats
Parma: Prosciutto, Parmesan, wine, honey, small artisan products

39. What is the usual source of information when it comes to gaining knowledge about the local traditions and attractions?

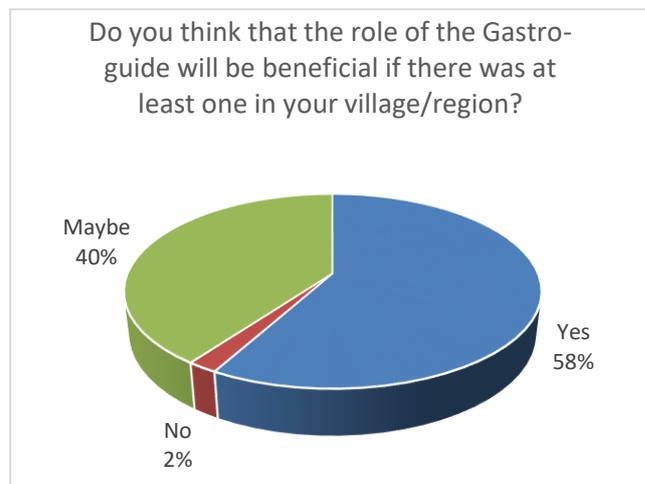
Question no. 39 investigated the sources of information used on the subject of local traditions. As was to be expected, most of the respondents get their information from the local community or the family (especially older relatives), which are the two ways that together account for over 73% of the answers. However, there is no shortage of those who get this information from the school (12.2%), a sign of the school's newfound attention to the local part of the cultural heritage. Almost 15% of respondents use other sources, in particular social media and the web in general (9.8%) and the university (1 case).





40. Do you think that the role of the Gastro-Guide will be beneficial if there was at least one in your village/region?

Question no. 40 was aimed at verifying the usefulness of the figure of the G.G. for the territory of the respondents. Only 2% of the respondents (i.e. only one respondent) assesses the new profile as not useful for the territory, while 76% of the respondents are in favour of the usefulness of the profile and 20% are in favour of it but do not give an opinion. One respondent considers that the G.G. course would be "an additional qualification for the already existing Environmental Guides (GAE – Guida Ambientale Escursionistica) who are authorised to discuss agro-food issues" (the answer is reported in its entirety for the benefit of the design and planning phase of the training course).



Question no. 41 allowed respondents to express their opinion on the contribution of G.G. to the development of rural areas. Half of the respondents gave their opinion on this (since this was an open question, and as such onerous for the respondent, this response rate is high and underlines the respondents' interest in the topic). The answers provided, although in the form of an open question, can be grouped by theme. The theme that received the most interest is that of promoting the area (45% of respondents to the question) through, for example, dissemination actions, organisation of activities and events. Promoting local entrepreneurship is another popular theme (20% of respondents to the question). This is followed by the strengthening of incoming tourism (meaning the expansion of the area's accommodation capacity), which received 15% of the answers to this question. The role of liaison between locally active players on the subject, from promotion bodies to businesses active on the subject, is also very important.

Answers	Nº of answers
Promotion of the territory (dissemination, organization of activities and events)	23
Local entrepreneurship promotion	10
Strengthening of the incoming promotion	8
Linking actions of private entities and subjects from a teleological point of view	5

If within the group of respondents we isolate those who already have a professional profile close to that of the future G.G., we note that the most frequent answers focus on two themes: the action of mediation and connection between operators (public and private) of the territory in a teleological perspective, the organisation of promotion and animation events with a systemic perspective, a sign that the need for teleological coordination and strategic approach is very much felt by those who already work on this theme.

In view of the importance of the suggestions provided for the success of the training initiative, they are listed in the following table.



41. *If yes, please share in what way do you think the Gastro-Guide would be most beneficial for the rural areas in your country?*

Promoting the territory
Entrepreneurship promoter
Mediation, dissemination, communication, strategic organisation, detailed organisation, animation for events fairs, festivals, meetings, presentations, guided tastings, sporting events, cultural events, social events and events to promote different types of disabilities
It would be useful to support local community development and contribute to rural sustainability through the promotion of the agri-food sector
through conferences open to all, major trade fairs and increased publicity through the media
It should be involved in the operations of local municipalities to create ad hoc gastronomic itineraries, to organise events and ways of valorising the area's historical productions, to research the traditions of agronomic and other productions, to recover recipes and production methods, to make local producers aware of the value of local biodiversity, etc.
Valleys, plains and hills, there are local environmental differences within them, leading to different types of food specialities from ancient traditions.
To enhance the tourist offer and boost incoming tourism
It would be useful to unify information through a single management, so as to have a reference
in relations with accommodation operators and local administrations
COMPLEX TOPIC... IT SHOULD RELATE WITH ENTITIES AND ACTIVITIES ALREADY IN PLACE ROADS OF FLAVOURS, FOR EXAMPLE...
To be able to bring out those SMEs with excellent potential, but perhaps lacking in self-promotion, would also enable them to offer potential customers a more customised option according to their particular needs.
to organise guided tours and tastings
FURTHER PUBLICISE LOCAL EXCELLENCE
MAKING THE TERRITORY KNOWN IN TERMS OF FOOD AND WINE PRODUCTS
Tour operators
Protecting the biodiversity and quality of the territory and its agri-food production.
Enhancement of typical products that everyone in this region has, so an innovative and effective way to differentiate oneself (sell the service, the story) is needed.



Informing visitors about local realities that make direct sales of local products

expand knowledge of the territory and its opportunities

Promotion of small realities, reevaluation of niches

42. If there is anything else you would like to share with us

Question no. 42 allowed respondents to declare their interest in involvement in the course. Of the (4) respondents to the question, 3 expressed interest and one also provided his contact details for this purpose.

Survey's short analysis

Analysis of the questionnaires and the most important outcomes:

We can consider the survey operation a success since many different categories of respondents were reached, all of them bearers of important information in order to design the Gastro-Guide training path: (as specified in the desk analysis) representatives of associations active in the field of tourism of community, sustainable and experiential tourism; representatives of bodies in charge of tourism promotion, teachers and students enrolled in specialisation courses on food and wine and tourism. There are also representatives of the galaxy of consultants and experts and guides working around the world of food and wine and tourism.

Questionnaires summary

Country report Lithuania

Partner:
GRAICIUNO AUKSTOJI VADYBOS
MOKYKLA



Country report – Lithuania

INTRODUCTION

The research based on Gastro-Guide (GG) project online survey seeking to collect data about rural life in Lithuania, the employability and the unemployment, local traditions, local foods, local products and famous local dishes.

This survey was conducted by the Lithuanian partner GRAICIUNO AUKSTOJI VADYBOS MOKYKLA (AVM) online in May, 2022. There were 51 respondents from Lithuania that filled in the survey questionnaires. Among them there were two business companies and both of responders were the directors of those companies.

Summary of the Responses gathered with the Questionnaire:

Demographic and socio-economy profile and characteristics of the respondents

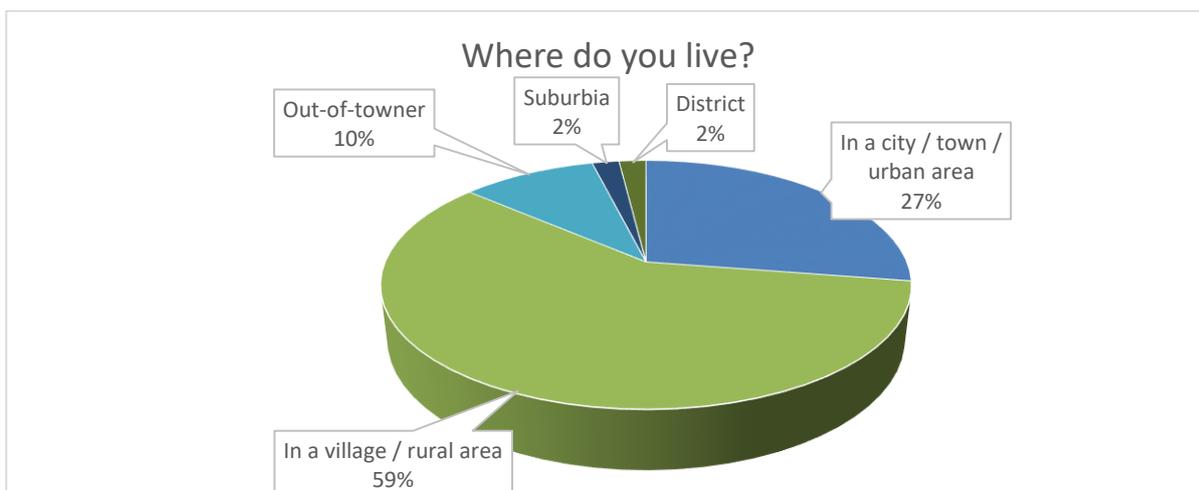
General information

The first few questions in the form were aimed at gathering contact information to be used for communication further with the respondents. In terms of numbers answered, we could conclude that only 2 respondents shared their business' name and in terms of position, both are identifying themselves as "Director". When it comes to question no.4 regarding the country of origin of the recipients, naturally all interviewed persons have marked Lithuania.

Background:

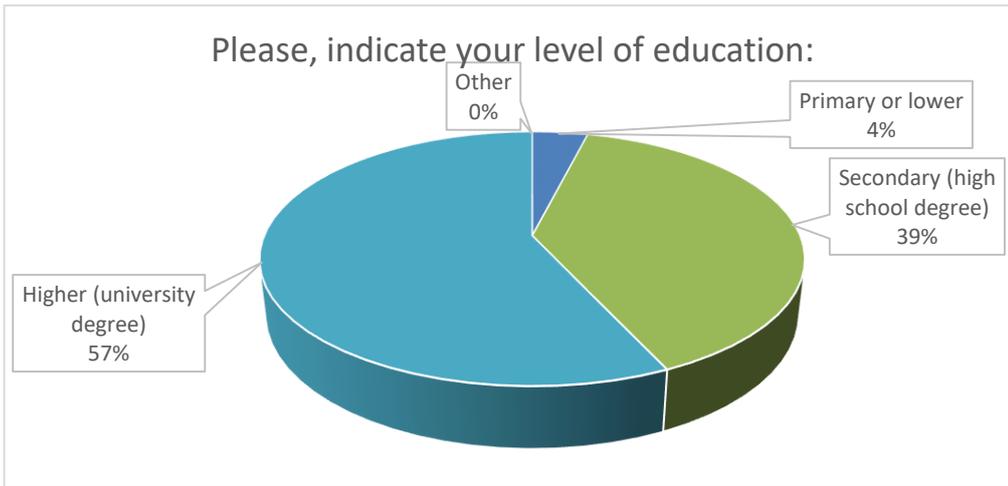
In this section tried to know more about the respondents' background.

5. Where do you live? (city, town, village, urban area, rural area, etc.)



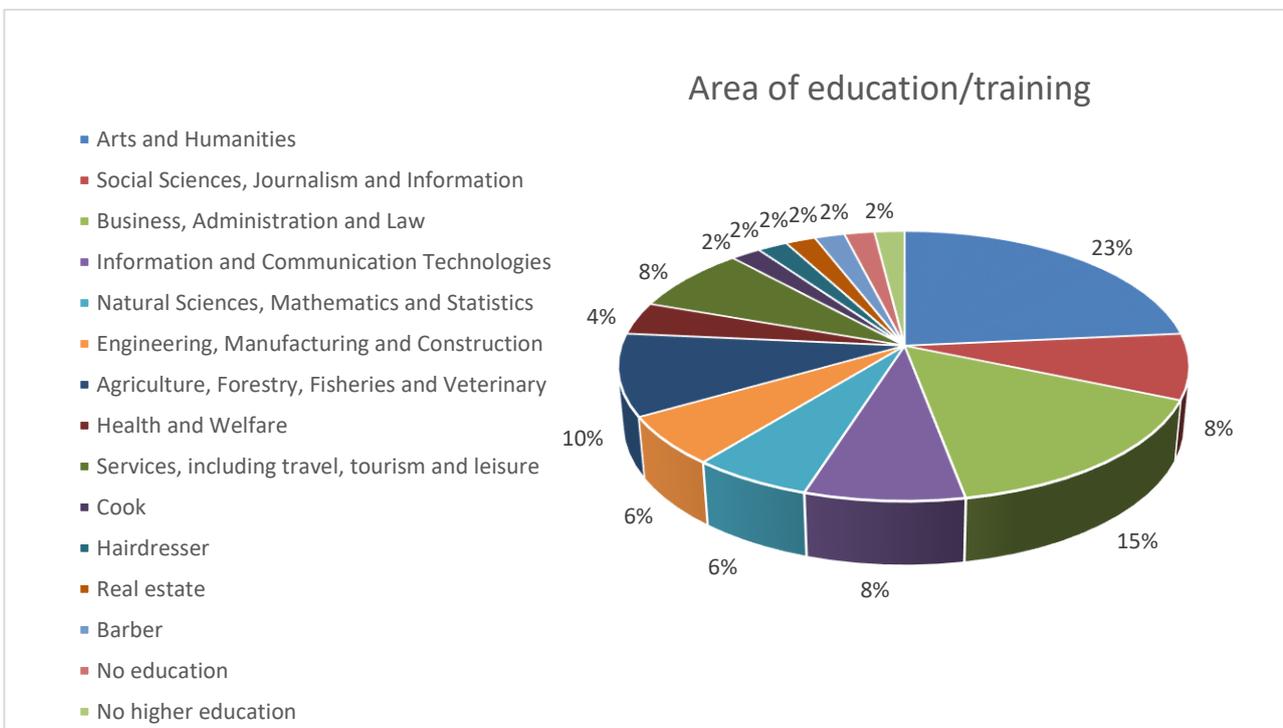
Most of the respondents (58,8%) live in rural areas and villages, 27,5% live in cities or towns, 9,8% are out-of-towners.

6. Please, indicate your level of education:



Most of the respondents have higher education (56,9% of respondents), 39,2% respondents gave secondary education and only 3,9% have primary or lower education.

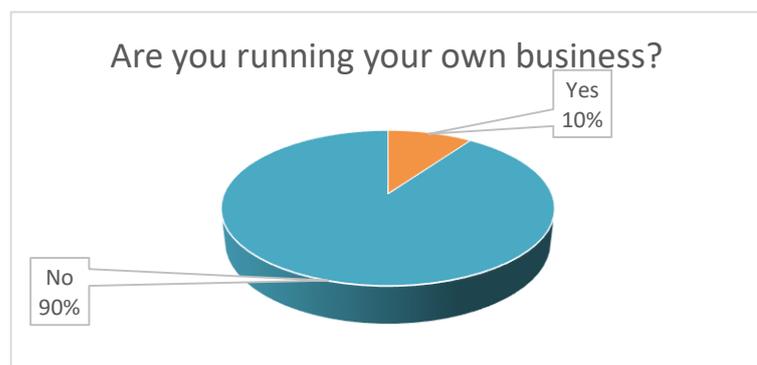
7. Please, indicate the field of your education and/or training:



Results show that respondents have a wide range of education, although the majority (23,5%) have arts and humanities background, 15,7% have business, administration and law background.

8. Are you running your business?

Majority of respondents (90,2%) answered "NO".



Business representatives:

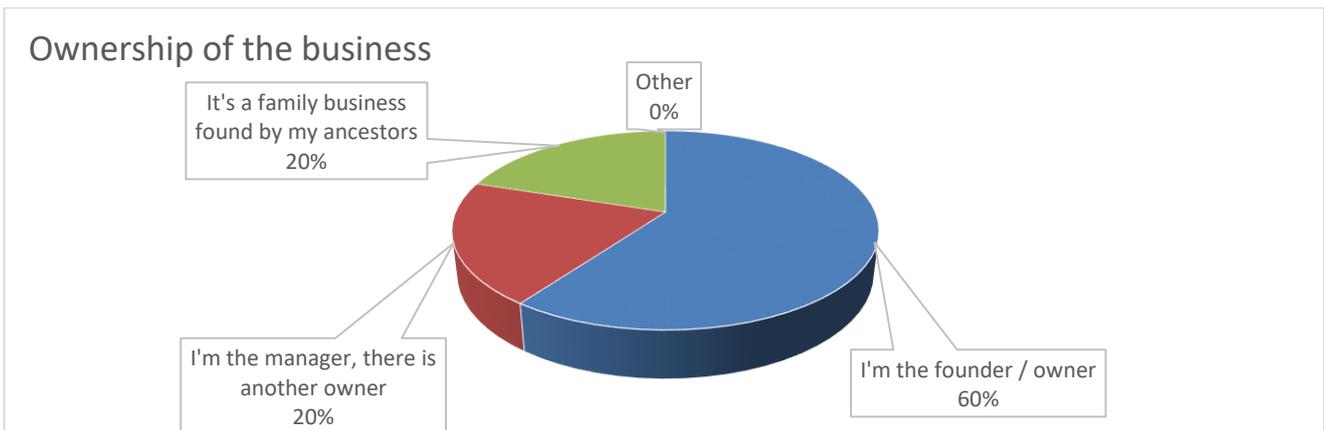
In this section we tried to know more about business representatives.

9. What type of business are you running?



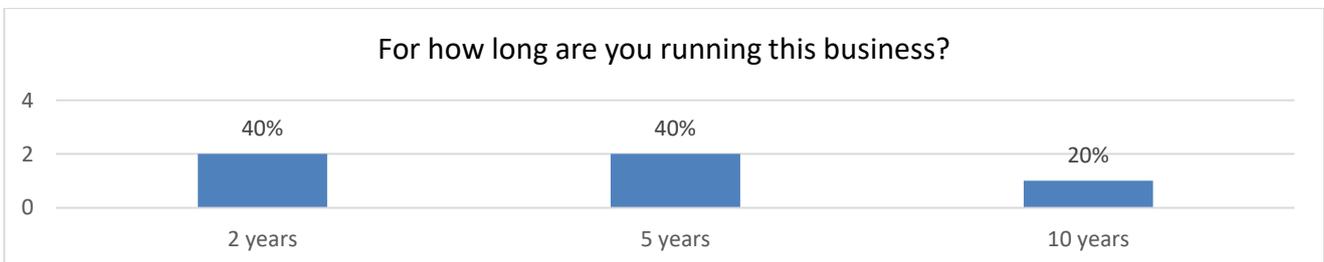
Those 9,8% who run their business are in services sector.

10. Did you found it or you inherit it?



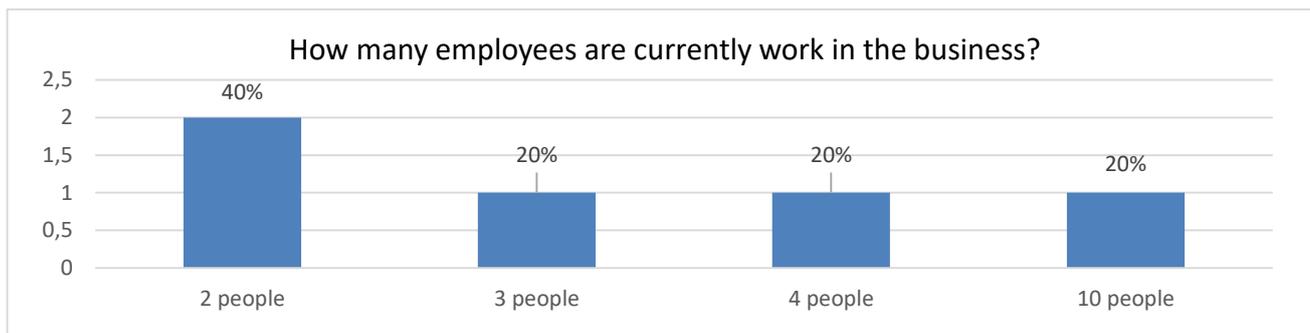
Majority of respondents are founders/owners of their business.

11. For how long are you running this business? Please, fill a number in years



Majority of respondents (80%) run the business over from 2 to 5 years.

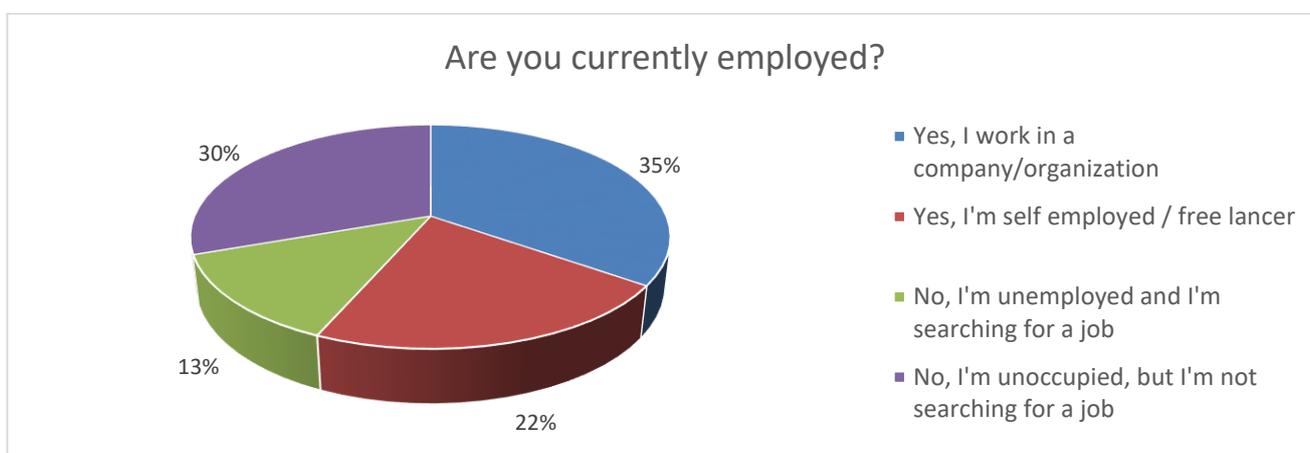
12. How many employees are currently work in the business? Please, fill a number in of people hired in your company



Residents:

In this section we tried to know more about residents.

13. Are you currently employed?

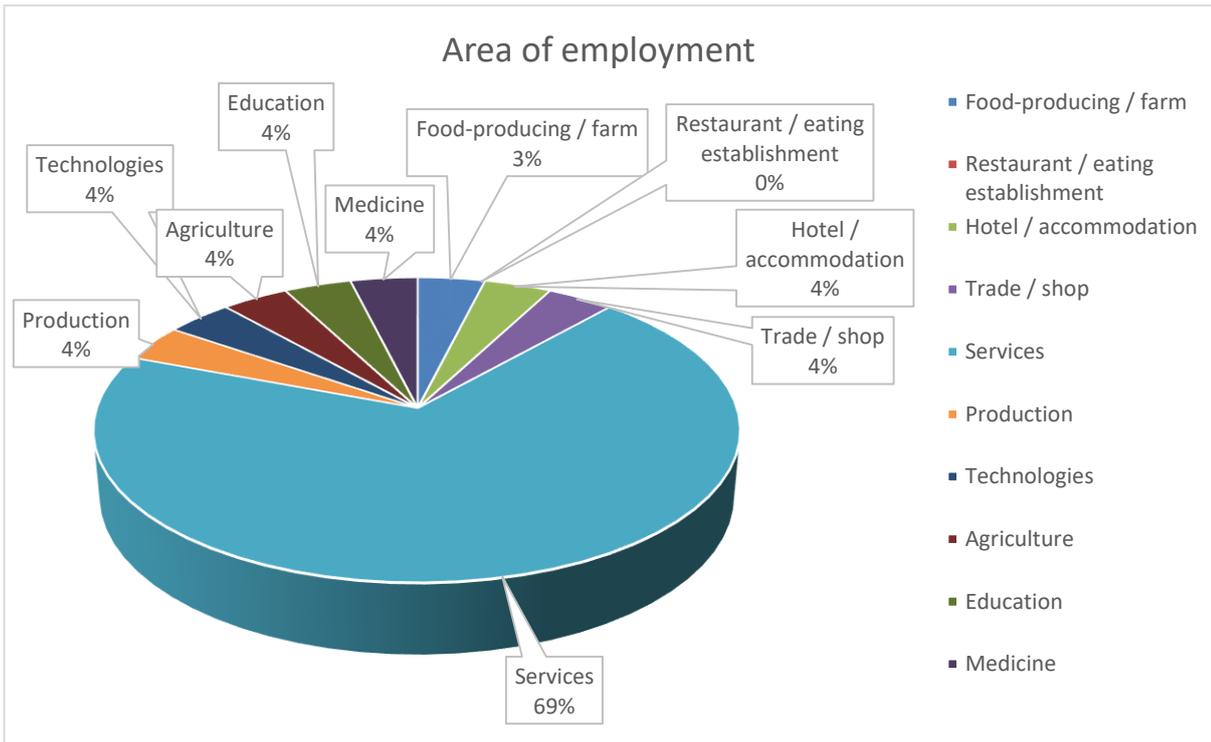


Majority of respondents (34,8%) are employed in the companies. 30,4% are not employed and are not searching for a job. Minority of respondents (13%) replied that they don't have a job and are looking for one.

Employed:

In this section we tried to know more about employees – their company sector, their occupation, their position in that company, period of years that they are working in that company. Also, we wanted to know if they are considering changing jobs.

14. What is the area of operation of the company you are working in?



Most of the respondents (almost 70%) who filled in online questionnaires are working in the trade sector. Other respondents are working in: farms, restaurants, hotels, agriculture, education, medicine, technologies, etc.

15. What is your current occupation?

73,1% respondents said that they are working, others said that they are on holiday, etc.

Answers	No. of answers
On holiday	1
Working	19
do administrative and organizational work	1
I work and travel	1
Photography	1
Arts	2
Music	1

16. What is your position in the company?

There were many different responses to this question. But from 26 responses the most common was – manager.

- | | | |
|---------------------|------------------|--------------------|
| Director | Specialist | Accountant |
| Sales manager | Kitchen employee | Beauty therapist |
| Manager | Teacher | Head of department |
| Engineer | Project Manager | Real estate broker |
| Head of the company | State officer | |
| Small farmer | Volunteer | |
| Guide | Musician | |
| IT specialist | Artist | |
| Administrator | Photographer | |
| A haired worker | Hairdresser | |



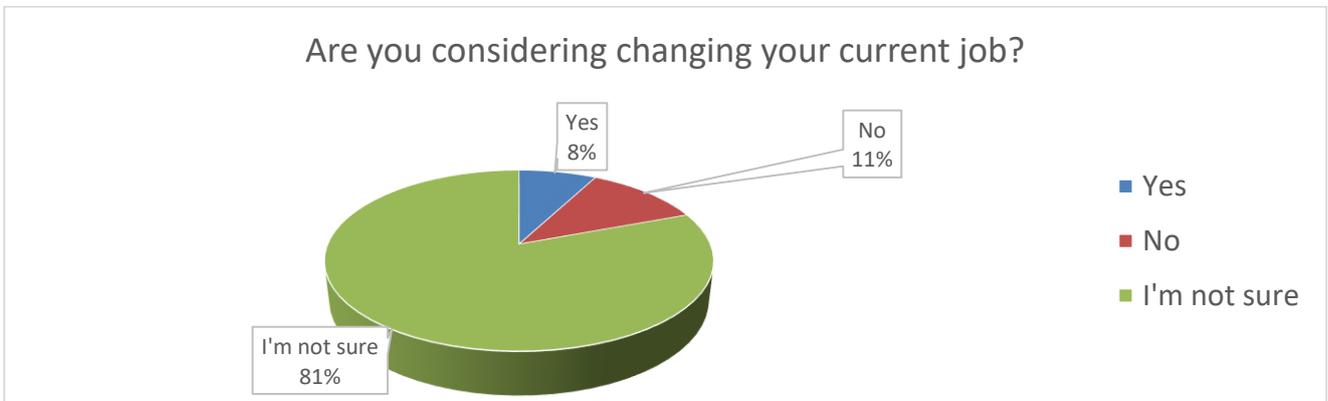
17. For how long have you been working on this position / job?

The respondents were asked to fill in the numbers in years.



Quite a few respondents are working in their position for 7 years (15,4%), but the majority of them are working in certain positions even longer – more than 17 years (38,3%). This means that most employees are loyal to their companies or are comfortable in their position.

18. Are you considering change of your current job?

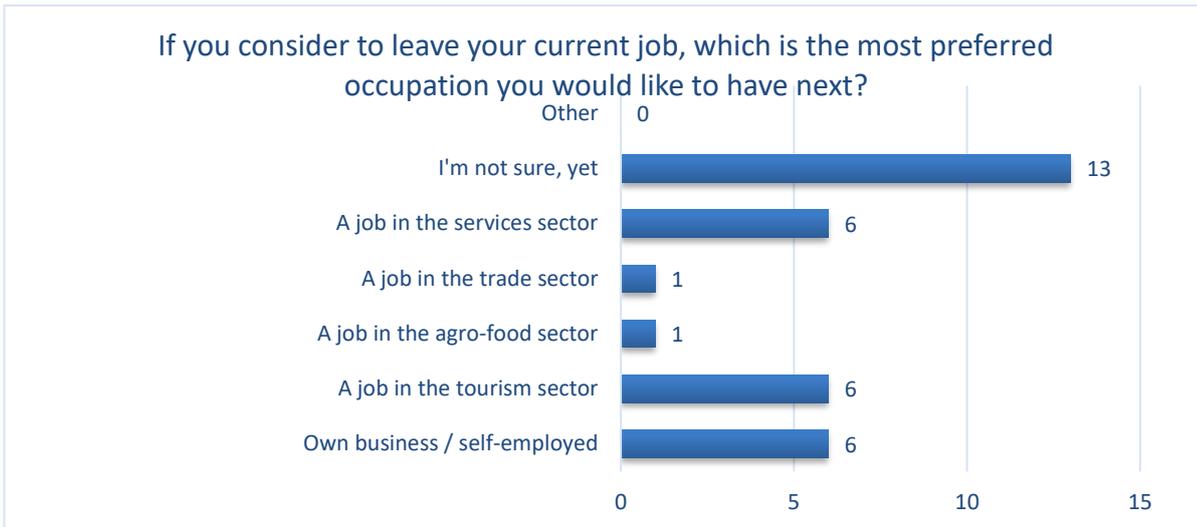


Majority of respondents (80,8%) are not sure if they consider changing jobs and a minority of them (7,7%) are certain that they need change.

Changing job:

We asked respondents to identify what kind of job they preferred.

19. If you consider to leave your current job, which is the most preferred occupation you would like to have next?



Most of the respondents (78,3%) who are considering to leave their current job are thinking of:

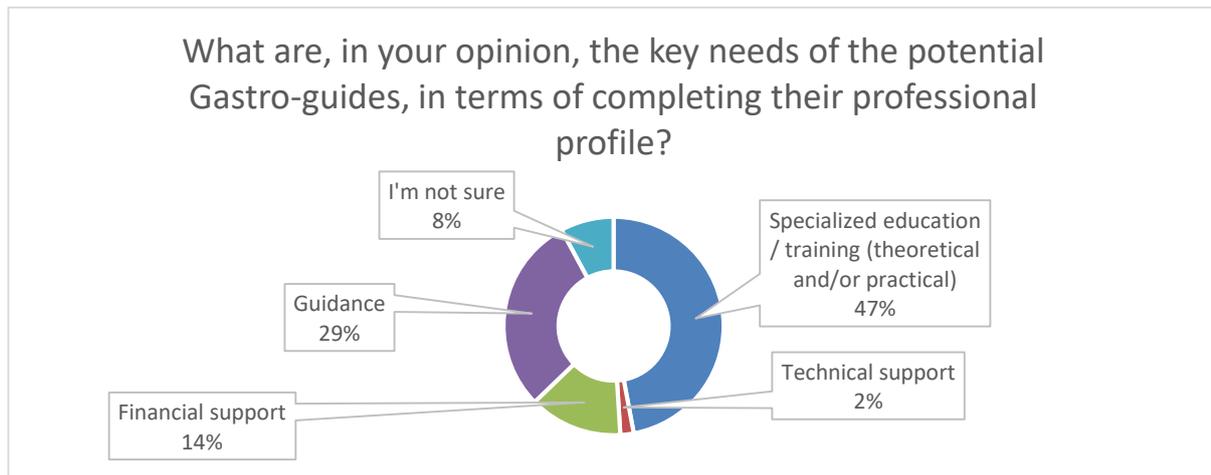
- their own business (26,1%)
- the job in the tourism sector (26,1%)
- the job in the services sector (26,1%)

13% of respondents are not sure yet and other 8,7% are considering changing their job to agro-food or trade sectors..

Gastro-Guide's profile

We asked the respondents to answer the next group of questions considering the profile of the Gastro-Guide:

20. What are, in your opinion, the key needs of the potential Gastro-Guides, in terms of completing their professional profile?



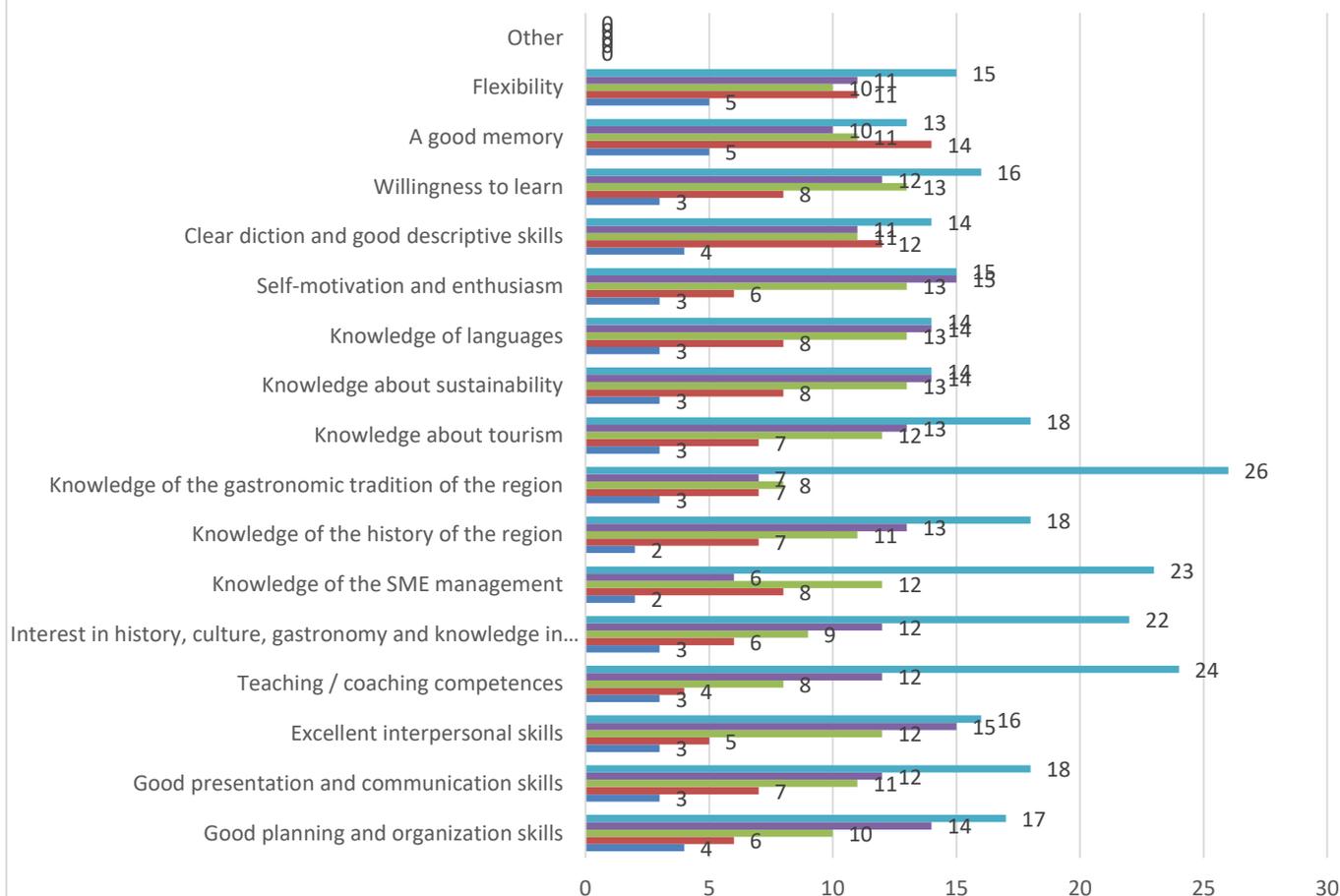
Majority of the respondents (47,1%) think that specialized education / training (theoretical and/or practical) is needed, others think that:

- guidance is needed (29,4%)
- financial support is needed (13,7%)



21. What are, in your opinion, the most important competences for the Gastro-Guides to be able to successfully implement their role? Please, mark your choice in the table where 1 is not important and 5 is very important

What are, in your opinion, the most important competences for the Gastro-guides to be able to successfully implement their role?



	Good planning and organization skills	Good presentation and communication skills	Excellent interpersonal skills	Teaching / coaching competences	Interest in history, culture, gastronomy and knowledge in general	Knowledge of the SME management	Knowledge of the history of the region	Knowledge of the gastronomic tradition of the region	Knowledge about tourism	Knowledge about sustainability	Knowledge of languages	Self-motivation and enthusiasm	Clear diction and good descriptive skills	Willingness to learn	A good memory	Flexibility	Other
5	17	18	16	24	22	23	18	26	18	14	14	15	14	16	13	15	0
4	14	12	15	12	12	6	13	7	13	14	14	15	11	12	10	11	0
3	10	11	12	8	9	12	11	8	12	13	13	13	11	13	11	10	0
2	6	7	5	4	6	8	7	7	7	8	8	6	12	8	14	11	0
1	4	3	3	3	3	2	2	3	3	3	3	3	4	3	5	5	0



To summarize it all – majority of respondents think that all the competencies that are listed below are very important, especially:

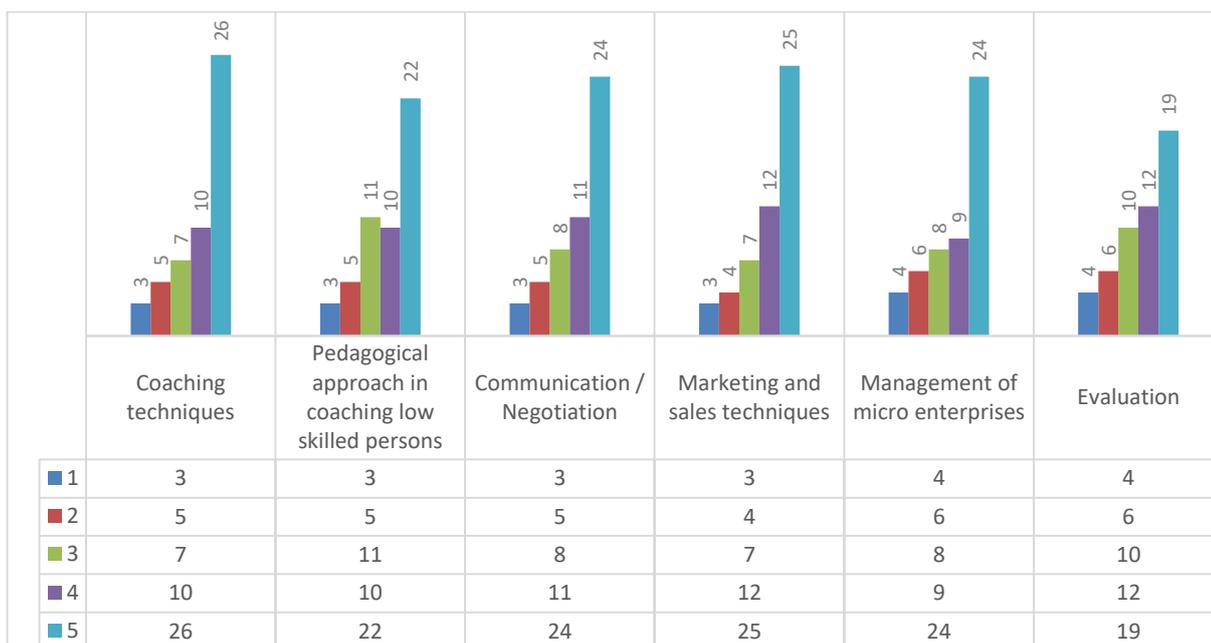
- Knowledge of the gastronomic tradition of the region
- Teaching / coaching competences
- Knowledge of the SME management
- Interest in history, culture, gastronomy and knowledge in general.

	1	2	3	4	5
Good planning and organization skills	4	6	10	14	17
Good presentation and communication skills	3	7	11	12	18
Excellent interpersonal skills	3	5	12	15	16
Teaching / coaching competences	3	4	8	12	24
Interest in history, culture, gastronomy and knowledge in general	3	6	9	12	22
Knowledge of the SME management	2	8	12	6	23
Knowledge of the history of the region.	2	7	11	13	18
Knowledge of the gastronomic tradition of the region	3	7	8	7	26
Knowledge about tourism	3	7	12	13	18
Knowledge about sustainability	3	8	13	14	14
Knowledge of languages	3	8	13	14	14
Self-motivation and enthusiasm	3	6	13	15	15
Clear diction and good descriptive skills	4	12	11	11	14
Willingness to learn	3	8	13	12	16
A good memory	5	14	11	10	13
Flexibility	5	11	10	11	15
Total:	52	124	177	191	283

Gastro-Guide Training Course

As it was indicated at the beginning of this survey, we are about to develop a professional profile and a training course for Gastro-Guide in support of their preparation to implement their role. To that end a set of training modules was developed by the project consortium that will be included in the course syllabus.

22. Please, rate the training modules listed below by their importance and usefulness for the preparation of the future Gastro-Guides? (1 is not important/useful and 5 is very important/useful)



To summarize it all – majority of respondents think that all the competencies that are listed below are very important, especially:

- Coaching techniques
- Marketing and sales techniques

	1	2	3	4	5
Coaching techniques	3	5	7	10	26
Pedagogical approach in coaching low skilled persons	3	5	11	10	22
Communication / Negotiation	3	5	8	11	24
Marketing and sales techniques	3	4	7	12	25
Management of micro enterprises	4	6	8	9	24
Evaluation	4	6	10	12	19
Total:	20	31	51	64	140

23. Are there any other training modules that you think would be useful for the Gastro-Guides' preparation? Please, list your suggestions

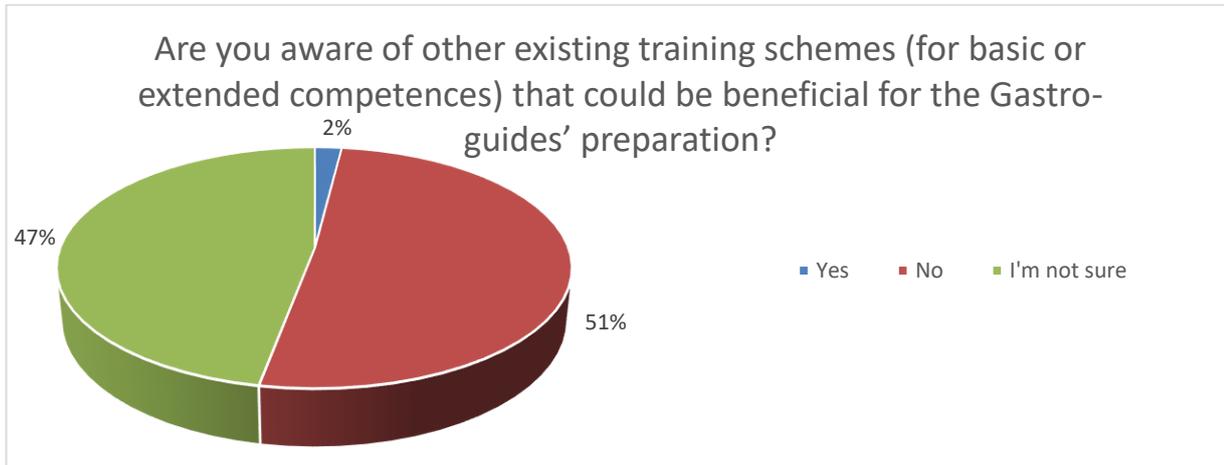
We received many suggestions to include some additional training modules:

Coaching training
Customer service
Accounting training
Service management, customer service
Innovation tourism
Creative solutions for sales of tourism services
Project management
How to develop coaching techniques to open up opportunities for your personal and professional activities



Communication culture and effective internal communication in business
Story telling training
Effective advertising and social marketing
Consumer behaviour. How to get to know potential customer? What is he looking for? How to attract him?
Solving business problems
Strategic business management: strength-based activities.
Customer service and communication
Pedagogical knowledge of gastro
Business development and management
Tourism hospitality business training
Coaching techniques for communicating with potential clients and partners
Catering organisation
Coaching in business for profit
The art of Negotiation and Business Valuation
Communication with the customer, negotiations with suppliers and coaching techniques for personal and professional growth, business development
Business start-up training
International business - how to turn a local business into an international one
Tourism marketing
Hospitality business development in the Lithuanian countryside
Coaching in business and innovation
Marketing in the tourism business
Business evaluation
Establishment and management of small enterprises
Sales of services
Project writing
Coaching
Search for financial resources
Digital marketing in the tourism business
Business valuation and forecasting
How to write projects?
Financial literacy
Coaching for personal growth and communication with clients
Pedagogical help to understand this area
Starting a small business
Negotiations
Pedagogical assistance in learning personnel selection and management
Starting and running a small business
Accounting knowledge for small business owners
Coaching in the technical business
Communication and negotiations
Financial management training
Public speaking, story telling, sales to private guests

24. Are you aware of other existing training schemes (for basic or extended competences) that could be beneficial for the Gastro-Guides' preparation?



In this section we asked respondent to share their knowledge about existing training modules that could be beneficial for the preparation of the Gastro-Guides.

25. Please, share the training programs that you are aware of and could be beneficial for the preparation of the Gastro-Guides, e.g. educational programs, professional courses, informal courses, etc.

1 response:

- Jola Vocational School Training Program "Culinary Art"

Potential Gastro-Guides

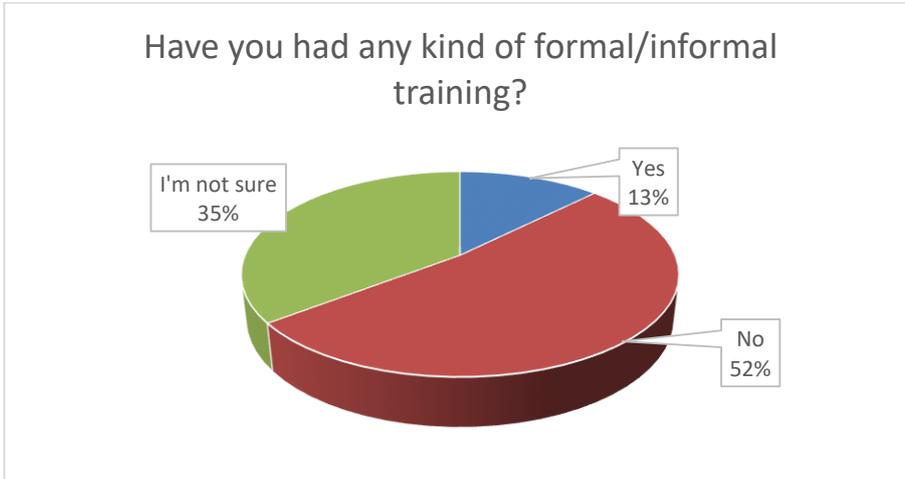
In this section we wanted to investigate the readiness of the respondents to be engaged in the project activities and the training course for Gastro-Guide as well as their references to previous training preferences.

26. Are you interested in being involved in a training for a Gastro-Guide?



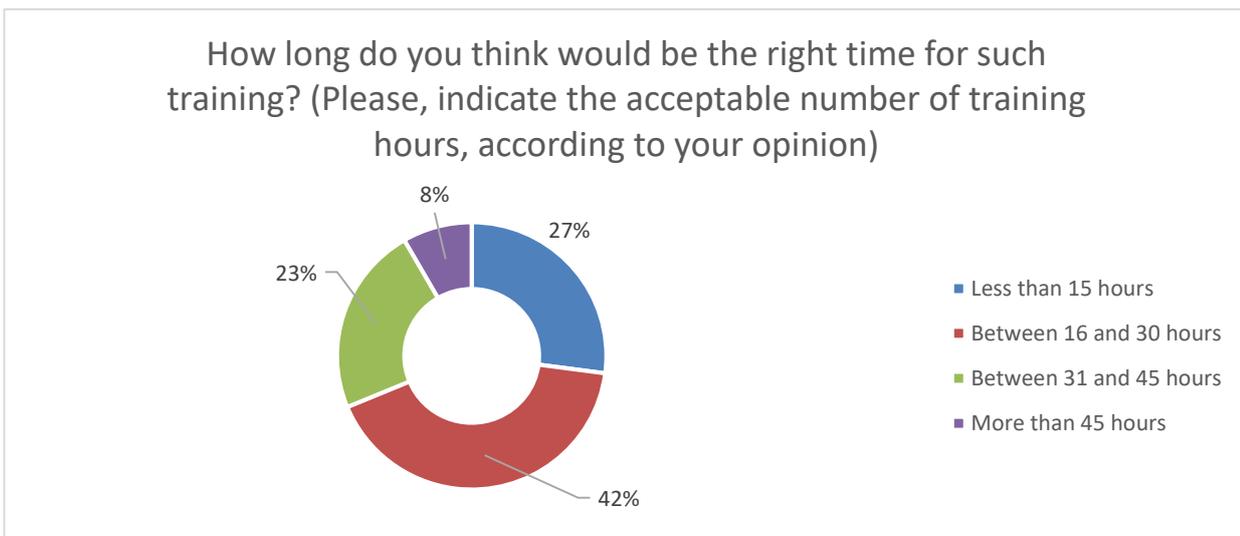
More than a half of respondents would be interested in being involved in a training for a Gastro-Guide.

27. Have you had any kind of formal/informal training that leads to the acquisition of competences that could be beneficial for the Gastro-Guide profile - e.g. communication skills, organizational skills, teaching skills, etc.?



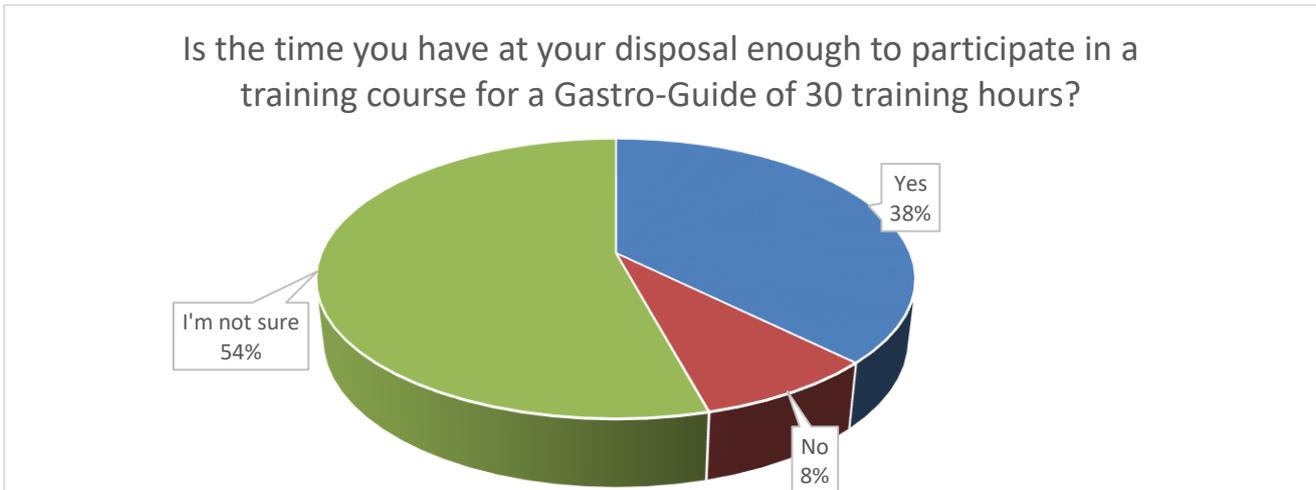
Majority of the respondents (52,1%) had any kind of formal/informal training that leads to the acquisition of competences that could be beneficial for the Gastro-Guide profile.

28. How long do you think would be the right time for such training? (Please, indicate the acceptable number of training hours, according to your opinion)



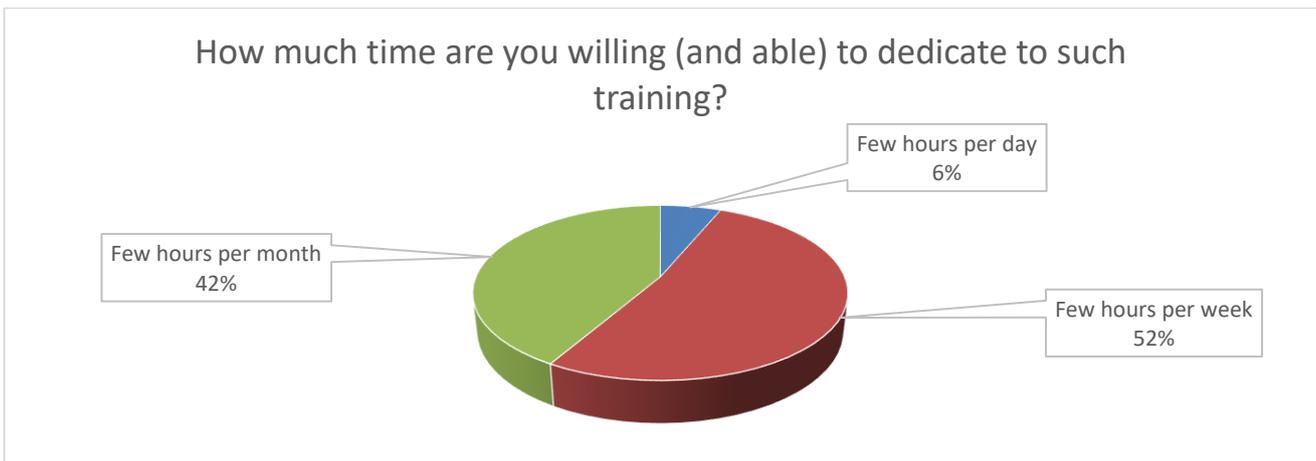
Most of the respondents (41,7%) think that optimal time for training would be between 16 to 30 hours.

29. Is the time you have at your disposal enough to participate in a training course for a Gastro-Guide of 30 training hours?



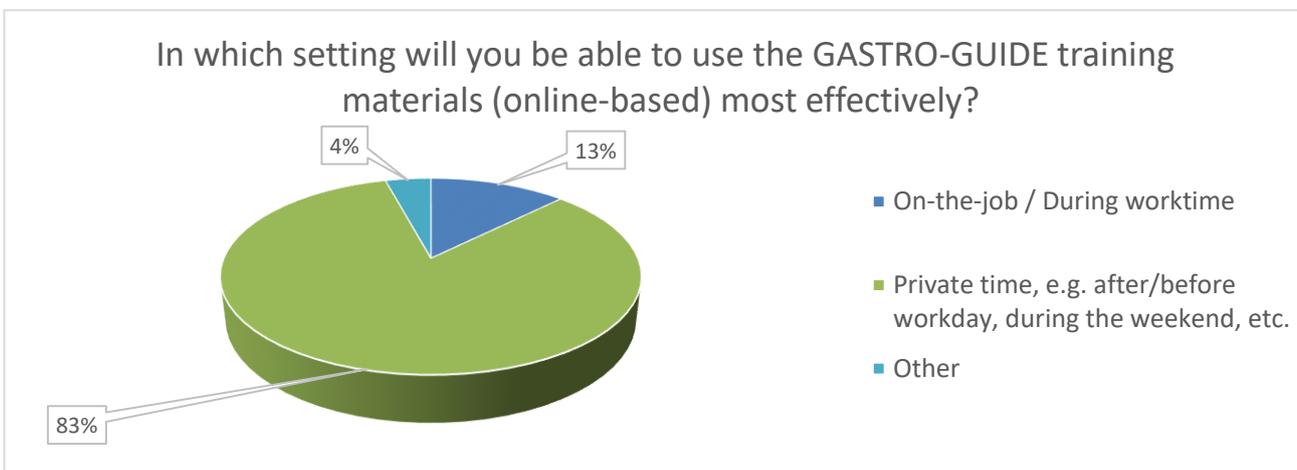
Most of the respondents (54,2%) are not sure if that time is enough to participate in a training course for a Gastro-Guide of 30 training hours.

30. How much time are you willing (and able) to dedicate to such training?



Most of the respondents (52,1%) are willing to dedicate a few hours per week for the training.

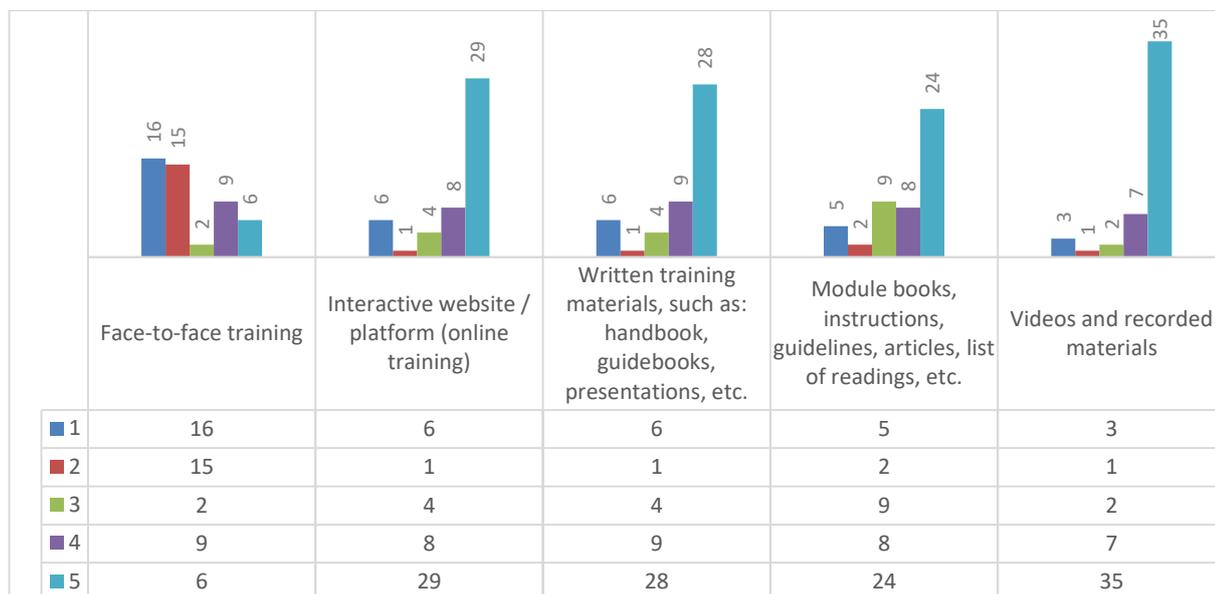
31. In which setting will you be able to use the GASTRO-GUIDE training materials (online-based) most effectively?





83,3% of respondents would be able to use the GASTRO-GUIDE training materials (online-based) during their private time, e.g. after/ before workday, during the weekend, etc.

32. How would you like to receive information/training on these topics? (Please rate the suggested types of training materials, where 1 is not preferred and 5 is most preferred)



To summarize it all – majority of respondents think that the best way to receive information/training is via:

- Videos and recorded materials
- Interactive website / platform (online training)
- Written training materials, such as: handbook, guidebooks, presentations, etc.

	1	2	3	4	5
Face-to-face training	16	15	2	9	6
Interactive website / platform (online training)	6	1	4	8	29
Written training materials, such as: handbook, guidebooks, presentations, etc.	6	1	4	9	28
Module books, instructions, guidelines, articles, list of readings, etc.	5	2	9	8	24
Videos and recorded materials	3	1	2	7	35
Total:	36	20	21	41	122

Local Knowledge and Potential

The goal of this section is to identify interesting attractions that could be visited in rural area.

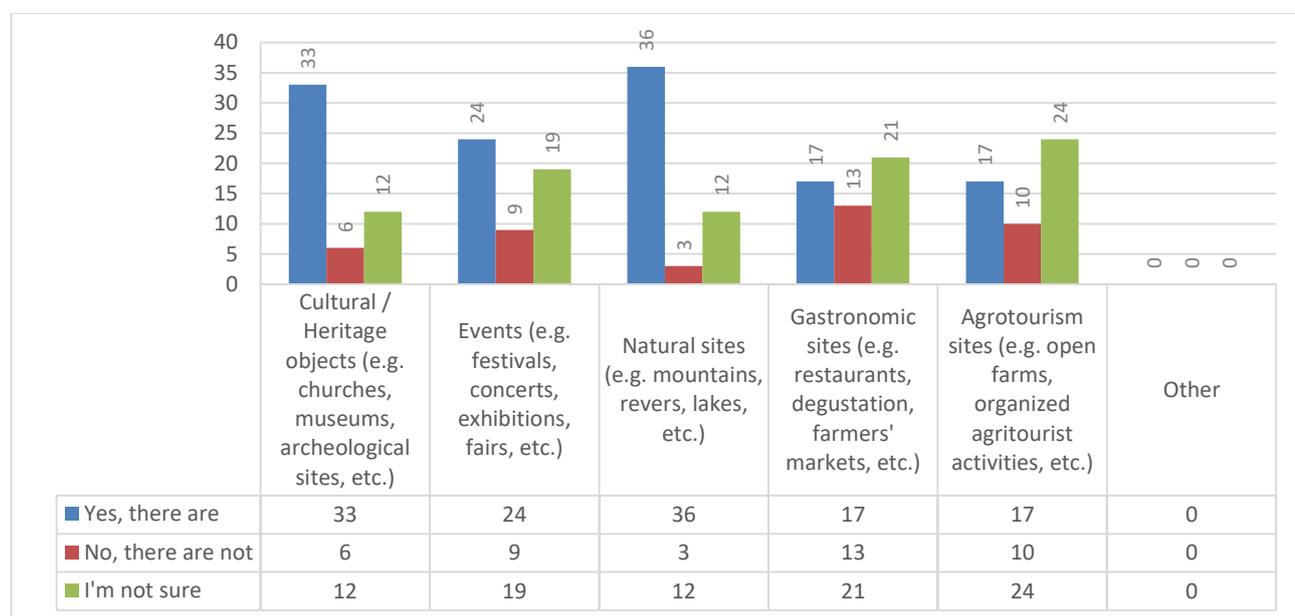
33. Are you aware of any interesting attractions that could be visited or explored in your village?
Please, mark your answers in the table.

	Yes, there are	No, there are not	I'm not sure



Cultural / Heritage objects (e.g. churches, museums, archeological sites, etc.)	33	6	12
Events (e.g. festivals, concerts, exhibitions, fairs, etc.)	24	9	19
Natural sites (e.g. mountains, rivers, lakes, etc.)	36	3	12
Gastronomic sites (e.g. restaurants, degustation, farmers' markets, etc.)	17	13	21
Agritourism sites (e.g. open farms, organized agritourist activities, etc.)	17	10	24
Other			
Total:	127	41	88

Most respondents indicated that there are some interesting attractions that could be visited or explored in their village.



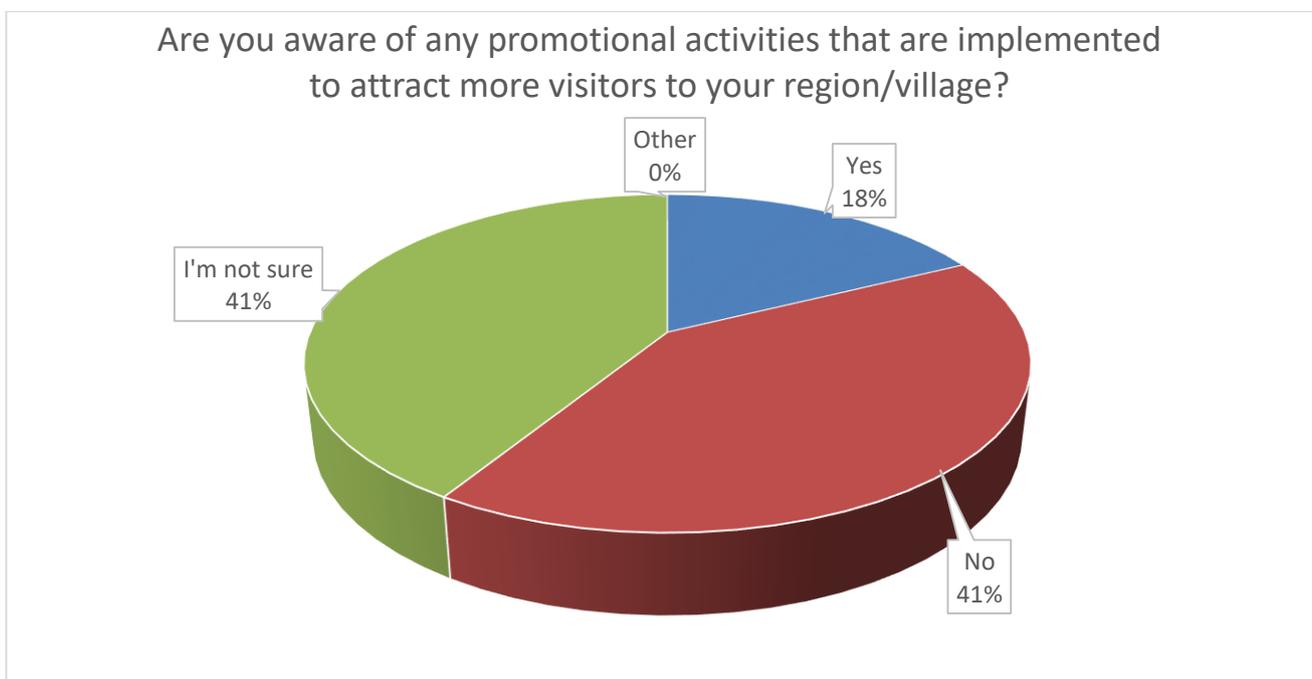
34. Please, share with us the most attractive places or events that you think are worth it to be visited in your village (if any):

- Gastro theater and tasting dinner
- Aukštaitija dishes
- Griciūnai various types of cheese
- Kernavė
- I cannot name it specifically.
- Neighboring days
- Lithuanian food cuisine restaurants in Kaunas, as Berneliai inn, Etno manor.
- I don't know that. I was just starting to get interested in it.
- I don't know
- I don't know that.
- Dubingiai Music Festival, Molėtai City Festival
- Visvainiai – Beržoras – Laumalenkai – Žarėnai – Kūlio Dauba
- Culinary of Dzūkija region
- Suwalki lunch table
- In the village of Žuklijai, simple sour rye bread is born, which is baked by a certified craftsman, a baker



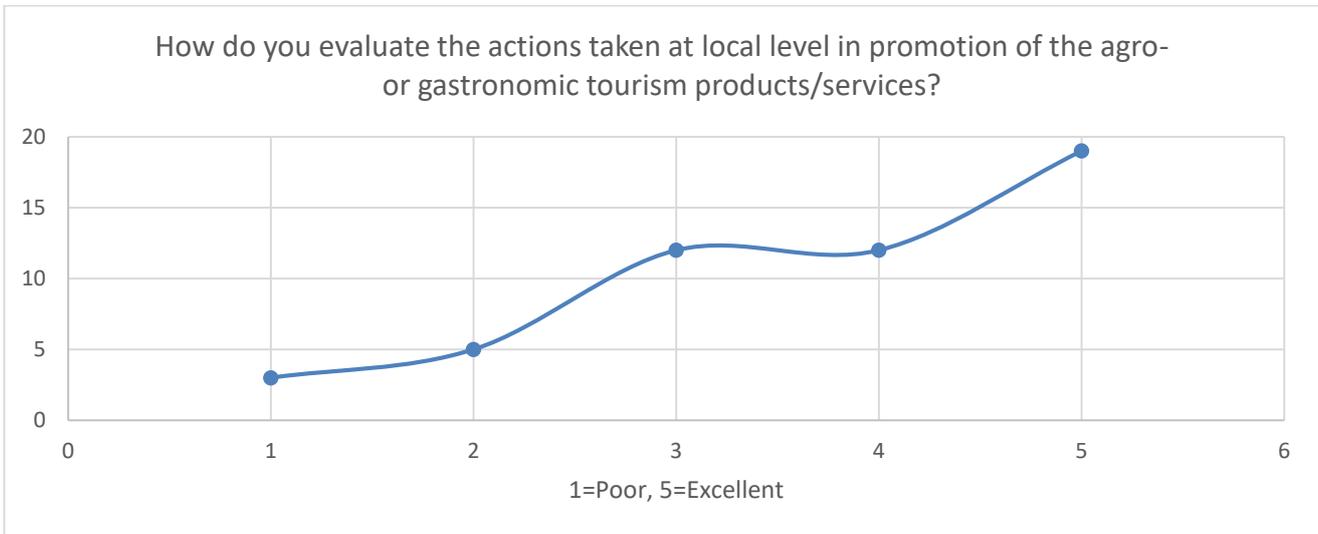
- Certified goat's milk curd, smoked and dried cheeses are produced in Griciūnai village
- Lithuanian certified dishes with over 100 years of recipes are produced in Jovariškės village!
- FISH PRODUCTION EDUCATIONAL PROGRAM "Fish Cooking,,
- Mead is produced according to old production traditions
- "Dzūkija Potato Herds,,
- EDUCATIONAL ACTIVITY "Taste Samogitia,,
- EDUCATIONAL PROGRAM "Zanavykų ragaučius,,
- EDUCATIONAL PROGRAMS FOR THE PRODUCTION OF CASTING, CARROT SWEETS AND GLASS
- TASTING OF DEEP COFFEE, HERBAL MIXTURES AND TEA "Tea Road in Anykščiai,,
- "BISCUIT BAKING EDUCATION,,
- The „Branch“ is the king of the festive table.
- Craftsman - a certified folk artist not only produces original wood products, but has also established a Crafts Center, where he conducts educational activities for those who want to get acquainted with the secrets of wood carving.
- The artisan has both soap making and wool felting craft training programs
- Utena wood carver, collector, founded the Museum of Ancient Household a little over 10 years ago, where there is enough space not only for old tools and ceramics with their own history, but also for the creator's carvings.
- Heritage garden
- When traveling in Utena district, do not miss the opportunity and visit the ethnographic village in Strazdai.

35. Are you aware of any promotional activities that are implemented to attract more visitors to your region/village?



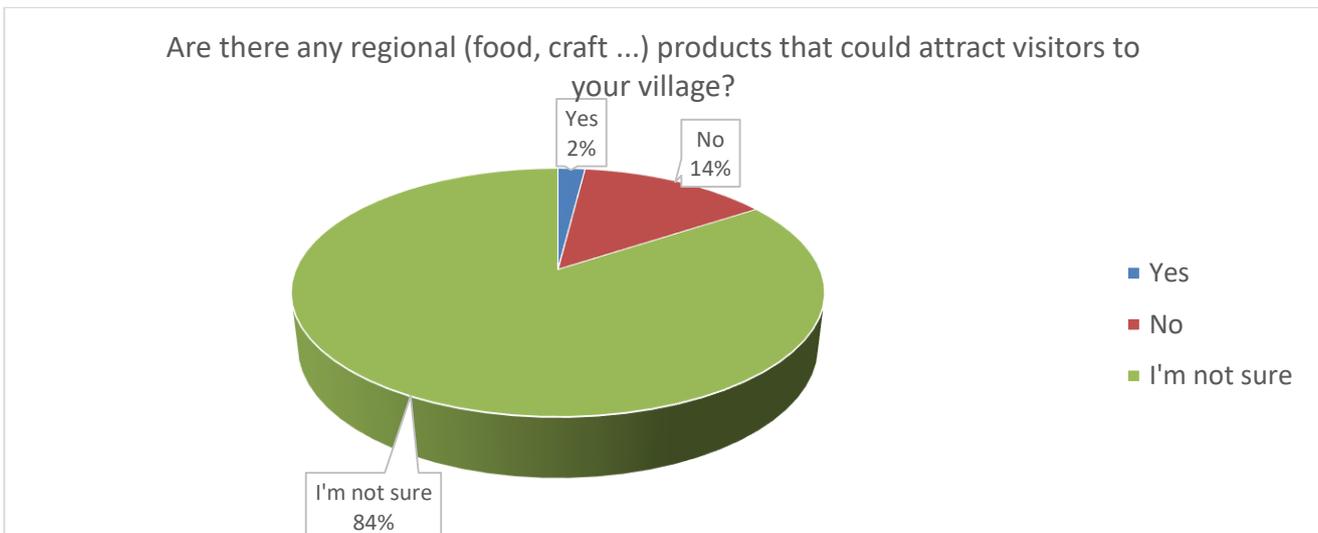
Most of respondents (41,2%) said that there are not aware of any promotional activities that are implemented to attract more visitors to their region/village or are not sure about that (41,2%).

36. How do you evaluate the actions taken at local level in promotion of the agro- or gastronomic tourism products/services? Please, indicate your answer by using the scale where 1 is Poor and 5 is Excellent.



Majority of respondents (37,3%) are satisfied with the actions taken at the local level in promotion of the agro- or gastronomic tourism products/services.

37. Are there any regional (food, craft ...) products that could attract visitors to your village?

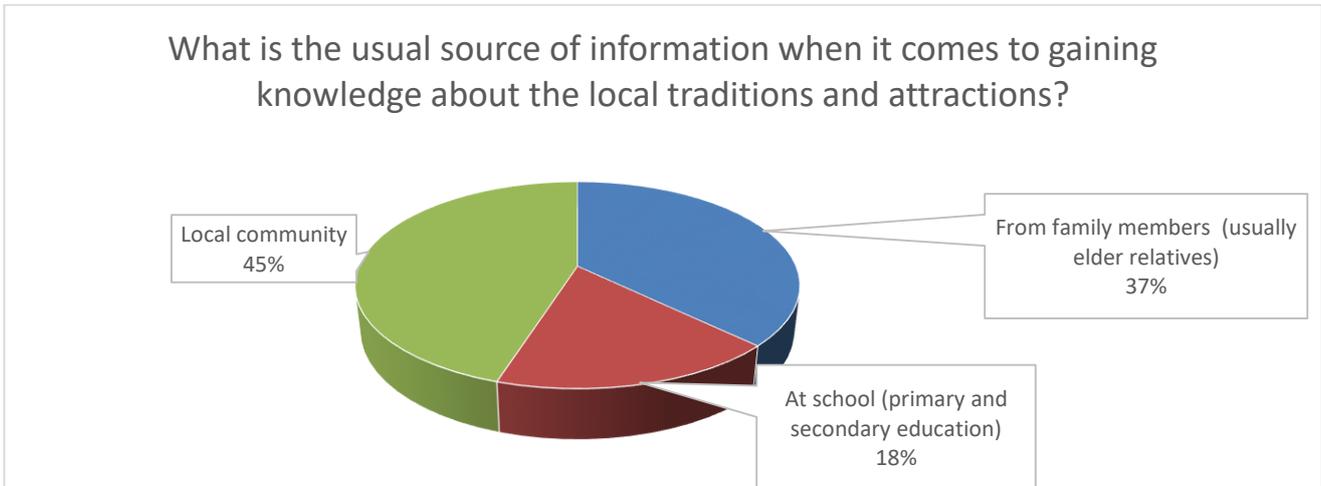


Majority of respondents don't know of regional products.

38. If yes, please share those that you find of more value and you think are known regionally but unknown in the world:

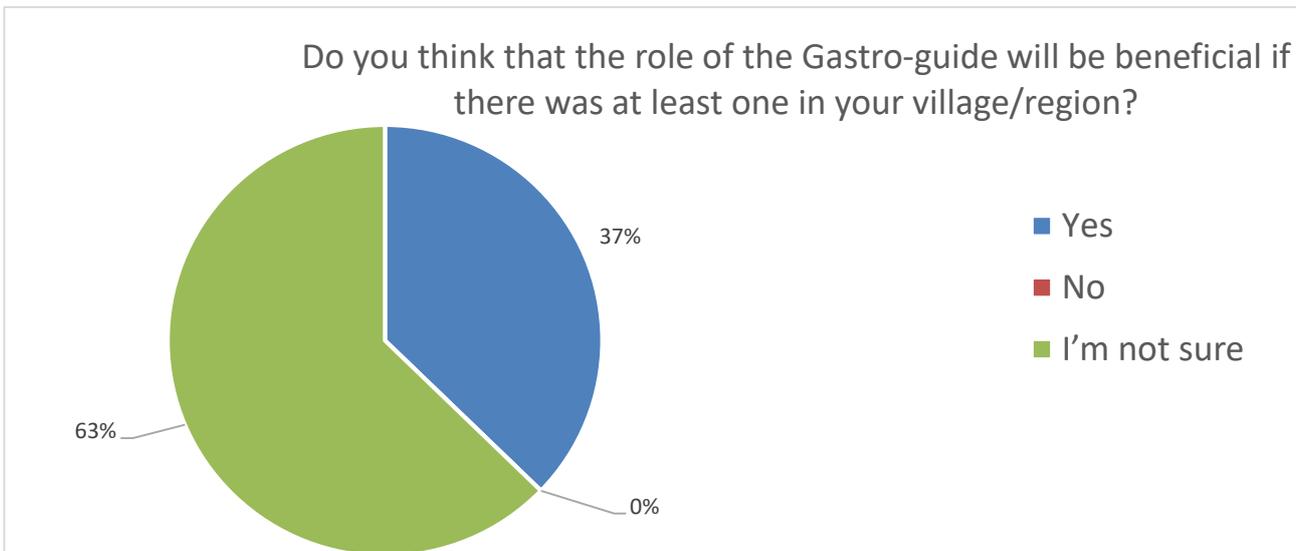
- Metal works
- Production of twigs
- Anthills

39. What is the usual source of information when it comes to gaining knowledge about the local traditions and attractions?



Main source of information when it comes to gaining knowledge about the local traditions and attractions, as the most frequent response (45,1%) - is family members (elder relatives). Least information is gathered at school (17,6%).

40. Do you think that the role of the Gastro-Guide will be beneficial if there was at least one in your village/region?



Respondents agree that the role of the Gastro-Guide will be beneficial if there was at least one in the village/region. None of them denied that.

41. If yes, please share in what way do you think the Gastro-Guide would be most beneficial for the rural areas in your country?

Attract new people to the countryside through events, tastings and so on.
This would bring life to rural areas, attract more tourists and residents, encourage entrepreneurship, and reduce the level of incapacity for work in rural areas.
I think it would encourage more opportunities to live in the countryside to develop your business.



I think local food could be included in the menu of local homesteads and thus attract travelers exploring one region or another.
I think that the Gastro guide would be a great tool to diversify tourism services and it would contribute to the sustainable development of tourism in remote areas of Lithuania, as cities are already doing one or another related activity.
Traditions such as local food culture would be preserved and nurtured. The locals would not only have interesting activities, but would also be able to form joint workshops, thus creating gastro clusters and having the opportunity to earn a living in the countryside.
This would preserve traditions.
This would expand the range and increase the supply for visitors to my country.
Promote entrepreneurship and a broader approach to business opportunities.
Traditions and the opportunity to look back on one's past and fall in love with the village would be passed on to young people.
Maybe I would encourage my grandchildren to take an interest in cooking
I would like to immortalize the history of the gastro, perhaps make an exhibition or publish a publication using my photographic skills. I would spread the word so widely. Oh, and I'd like to nurture a parenting price tradition with my family, pass it on to kids, grandchildren, and maybe start my own business.
It would attract foreign visitors and increase Lithuania's reputation in the world.
As rural tourism with accommodation now dominates, it would be nice to expand services and have the cuisine of your own country in the same rural areas.
The gastro project would not only provide new knowledge, competencies and opportunities for activities, but also diversify the educations that can now be found in Lithuania.
It would be an innovation.
That would be something new in the countryside.
As representatives of rural tourism, it would be useful for us to learn another branch of business that we would like to develop and thus increase the awareness of our country.
TA would provide opportunities for new activities or additional seasonal activities.
This would motivate young people to return to the village, continue the traditions of the ancients, increase the awareness of the country.

42. If there is anything else you would like to share with us, please use the place below:

One of the respondents wrote:

I think it is very important to raise awareness of gastro tourism in Lithuania. Adequate publicity and advertising would be very appreciated, because this is not a common activity in Lithuania, but very popular in the world.

Survey's short analysis

After completing this survey, we can say that majority of respondents are interested in participation in Gastro Guide training.

Majority of the respondents think that the training should last between 16-30 hours.

Most of the respondents would like to take part in the Gastro Guide training and have a few hours per week to dedicate to this training.

Majority of respondents think that the best way to receive information/training is via videos and recorded materials.