



Culinary Diplomacy as Cultural Learning: Introducing Indonesian Traditional Snacks to Thai Students at Thammasat University

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ABSTRACT

Kegiatan pengabdian kepada masyarakat internasional ini bertujuan memperkenalkan camilan tradisional Indonesia kepada mahasiswa Thailand di Thammasat University sebagai media pembelajaran budaya dan sarana diplomasi kuliner. Kegiatan dilaksanakan di Faculty of Liberal Arts, Thammasat University, Rangsit Campus, Pathum Thani, Thailand dengan melibatkan sekitar 20 mahasiswa yang mengikuti program pembelajaran Bahasa Indonesia. Metode pelaksanaan menggunakan pendekatan experiential learning melalui presentasi interaktif, demonstrasi kuliner, sesi mencicipi makanan, serta diskusi pertukaran budaya. Camilan tradisional yang diperkenalkan meliputi brem, sale pisang, rengginang, dan keripik tempe sebagai representasi keragaman kuliner Indonesia. Hasil kegiatan menunjukkan bahwa peserta mampu mengidentifikasi dan mendeskripsikan karakteristik camilan menggunakan kosakata Bahasa Indonesia sederhana yang berkaitan dengan rasa, aroma, dan tekstur, seperti manis, gurih, dan renyah. Kegiatan ini meningkatkan pemahaman mahasiswa terhadap budaya kuliner Indonesia sekaligus mendukung pembelajaran bahasa secara kontekstual. Selain itu, kegiatan ini mendorong interaksi budaya antara mahasiswa Indonesia dan Thailand serta memperkuat kerja sama akademik antara Universitas Pembangunan Nasional "Veteran" Jawa Timur dan Thammasat University.

This international community service activity aimed to introduce Indonesian traditional snacks to Thai students at Thammasat University as a medium for cultural learning and culinary diplomacy. The activity was conducted at the Faculty of Liberal Arts, Thammasat University, Rangsit Campus, Pathum Thani, Thailand, involving approximately 20 students enrolled in Indonesian language courses. The program adopted an experiential learning approach through interactive presentations, culinary demonstrations, food tasting sessions, and cultural exchange discussions. Indonesian traditional snacks introduced during the activity included *brem*, *banana sale*, *rengginang*, and *tempe chips*, representing the diversity of Indonesian culinary heritage. The results show that participants were able to identify and describe the sensory characteristics of the snacks using simple Indonesian vocabulary related to taste, aroma, and texture, such as *manis* (sweet), *gurih* (savory), and *renyah* (crispy). The activity enhanced students' cultural understanding of Indonesian cuisine while supporting practical language learning. The program also fostered intercultural interaction between Indonesian facilitators and Thai students and strengthened academic collaboration between Universitas Pembangunan Nasional "Veteran" Jawa



Timur and Thammasat University through culinary diplomacy-based community service activities.

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INTRODUCTION

Indonesia is widely recognized as a country with extraordinary cultural diversity, reflected in its rich traditional culinary heritage. With more than 17,000 islands and hundreds of ethnic groups, Indonesian cuisine represents a complex interaction between geography, local resources, and cultural traditions. Culinary traditions therefore function not only as a source of daily consumption but also as an important representation of cultural identity and social values embedded in society.

Although Thai students who participate in Indonesian language programs have basic exposure to Indonesian culture through classroom instruction, their understanding of everyday cultural practices, such as culinary traditions, remains limited. Cultural elements are often introduced theoretically without providing direct experiential interaction. As a result, students may find it difficult to connect language learning with authentic cultural contexts. This condition indicates the need for experiential cultural learning activities that integrate language practice with real cultural experiences. Therefore, introducing Indonesian culinary traditions through interactive activities can serve as an effective approach to enhance both cultural understanding and language learning among Thai students.

In the context of international relations, food has increasingly been recognized as an important instrument of cultural diplomacy. Culinary diplomacy refers to the use of food and culinary traditions as a tool to foster cross-cultural understanding and strengthen diplomatic relations between nations (Chapple-Sokol, 2013). Food can act as a powerful form of nonverbal communication that conveys cultural identity, traditions, and social values. Through shared culinary experiences, individuals from different cultural backgrounds can build emotional connections and mutual understanding (Forman & Lejeune, 2023).

Academic interest in culinary diplomacy has grown significantly during the past two decades. A recent review of gastrodiplomacy literature identified a rapidly expanding body of research exploring the intersection of food, diplomacy, tourism, and nation branding (Li & Mok, 2025). These studies demonstrate that culinary heritage plays an important role in public diplomacy strategies, particularly in promoting national culture and strengthening intercultural engagement.

Food also contributes to nation branding and cultural identity formation. Culinary traditions often reflect the historical experiences, environmental conditions, and social structures of a society. As a result, promoting national cuisine internationally can enhance a country's cultural visibility and strengthen its global image (White et al., 2019).

Previous studies have highlighted several dimensions of gastrodiplomacy. First, culinary diplomacy contributes to strengthening cultural diplomacy and public diplomacy strategies by enhancing international cultural awareness (Luša & Jakešević, 2017). Second, food-based cultural exchange programs can foster emotional connections between societies and support people-to-people diplomacy initiatives (Cabral et al., 2024, 2025). Third, culinary heritage can support tourism development and economic branding through the promotion of local gastronomy (Hilmi, 2023).

Scholars increasingly emphasize that culinary diplomacy contributes to cross-cultural learning by allowing participants to engage directly with cultural practices through food traditions.

Sharing and experiencing food can bridge cultural differences and create a sense of community and mutual respect among participants (Forman & Lejeune, 2023; Zeybek et al., 2025). Culinary traditions therefore function not only as cultural artifacts but also as communicative tools that convey historical narratives and social values.

Previous studies have also demonstrated that introducing traditional food to international audiences can enhance cultural understanding and appreciation of local values embedded in culinary practices (Ermanto et al., 2025; Saddhono et al., 2024). In educational contexts, culinary activities can strengthen interpersonal connections because shared food experiences create an environment of openness, trust, and cultural curiosity (Forman & Lejeune, 2023). Moreover, food acts as a universal language that facilitates intercultural communication beyond linguistic barriers.

Integrating culinary elements into educational programs has also been shown to improve language learning outcomes and cultural competence. In Indonesian language learning programs for foreign speakers (BIPA), culinary-based learning activities can enhance students' understanding of Indonesian culture while simultaneously improving language proficiency (Ermanto et al., 2025; Nugraheni et al., 2022; Saddhono et al., 2024). Such experiential learning approaches allow students to associate language learning with real-life cultural experiences.

Despite the growing literature on gastrodiploamacy, most existing initiatives focus on national tourism promotion or government-led cultural diplomacy programs. There remains limited research examining how culinary diplomacy can be implemented within academic environments through international community service activities.

Universities represent an important space for intercultural interaction, particularly among young generations who actively participate in global knowledge exchange. Integrating culinary culture into educational activities may provide experiential learning opportunities that enhance both cultural awareness and language learning.

Based on this research gap, this study presents an international community service program conducted at Thammasat University, Thailand, which introduces Indonesian traditional culinary heritage as a medium for cross-cultural learning. By combining culinary demonstrations, interactive tasting activities, and cultural exchange discussions, this program aims to promote Indonesian cultural identity while strengthening intercultural understanding among university students.

The novelty of this activity lies in integrating culinary diplomacy, experiential learning, and international community service within a higher education setting, creating a participatory approach to cultural promotion and intercultural dialogue. Therefore, this community service activity aims to introduce Indonesian traditional snacks to Thai students as a medium for cultural learning and culinary diplomacy.

METHOD

Type of Activity

This study was conducted as an international community service program aimed at promoting cultural exchange and intercultural learning through culinary diplomacy. The activity was designed using an experiential learning approach, which emphasizes learning through direct experience and reflection. Experiential learning allows participants to actively engage in cultural practices and interpret meanings through real-life interaction, thereby enhancing both cognitive and affective learning outcomes.

The community service program focused on introducing Indonesian traditional snacks as a medium for cultural learning among Thai students at Thammasat University. Culinary diplomacy was used as the primary framework for the activity, where food functions as a cultural medium that communicates values, traditions, and identities of a nation.

Time and Location

The activity was conducted at the Faculty of Liberal Arts, Thammasat University, Rangsit Campus, Pathum Thani, Thailand. This institution was selected because it offers Indonesian language courses and has a student community interested in learning about Indonesian culture. The program was implemented over two days, from November 3 to November 4, 2025. All sessions were held in a classroom equipped with multimedia facilities, including projectors, presentation screens, and discussion areas that supported interactive learning activities.

Participants

Participants consisted of approximately 20 students enrolled in Indonesian language courses at Thammasat University. The majority of participants were Thai undergraduate students who were studying Bahasa Indonesia as part of their academic curriculum.

The participants had diverse levels of Indonesian language proficiency, ranging from beginner to intermediate. Their participation in the activity provided an opportunity to practice Indonesian vocabulary related to food, taste, and cultural expressions in a contextual learning environment.

Implementation Procedure

The implementation of the community service program was conducted through four main stages: preparation, implementation, cultural exchange, and evaluation.

1. Preparation Stage

The preparation stage involved coordination between Universitas Pembangunan Nasional "Veteran" Jawa Timur and Thammasat University. During this stage, the organizing team prepared teaching materials, selected Indonesian traditional snacks to be introduced, and designed interactive learning activities for participants.

Indonesian snacks prepared for the activity included *brem*, *banana sale*, and *rengginang*, *tempe chips*, which represent different regions of Indonesia and reflect the diversity of Indonesian culinary heritage.

2. Presentation Stage

The implementation stage consisted of an interactive presentation introducing Indonesian culinary diversity. The facilitator explained the origins, ingredients, preparation processes, and cultural meanings of selected traditional snacks. Visual materials such as images and short explanations were used to support students' understanding.



Figure 1. Indonesian culinary introduction session with Thai students

Participants were then invited to observe and taste the snacks while learning relevant Indonesian vocabulary describing flavor, texture, and appearance.

3. Demonstration and Tasting Stage

In this stage, participants were invited to observe and taste Indonesian traditional snacks including *brem*, *banana sale*, *rengginang*, and *tempe chips* that were brought directly from Indonesia. The facilitator explained the ingredients, preparation methods, and cultural significance of each snack while participants experienced the taste, aroma, and texture of the food.



Figure 2. Students experienced Indonesian snack foods directly

Students were encouraged to describe their sensory experiences using simple Indonesian vocabulary such as *manis* (sweet), *gurih* (savory), and *renyah* (crispy). This activity allowed participants to connect language learning with real cultural experiences, making the learning process more interactive and meaningful.

4. Cultural Exchange Stage

The cultural exchange stage involved two-way interaction between Indonesian facilitators and Thai students. After tasting Indonesian snacks, students were encouraged to describe their sensory experiences using simple Indonesian language expressions.



Figure 3. Thammasat University students introducing traditional Thai food

Thai students were also invited to introduce several Thai traditional foods such as somtam, mango sticky rice, and khanom buang. They explained the ingredients and cultural meanings of these foods in Indonesian language, creating an interactive cultural dialogue.

This reciprocal exchange allowed participants to compare culinary traditions between Indonesia and Thailand while strengthening intercultural communication.

5. Reflection and Discussion Stage

The final stage involved reflective discussion where participants shared their impressions and learning experiences during the activity. Students discussed similarities and differences

between Indonesian and Thai culinary traditions and reflected on how food can function as a medium of cultural communication.

This stage aimed to reinforce participants' understanding of cultural diversity and highlight the role of culinary traditions in fostering intercultural appreciation.

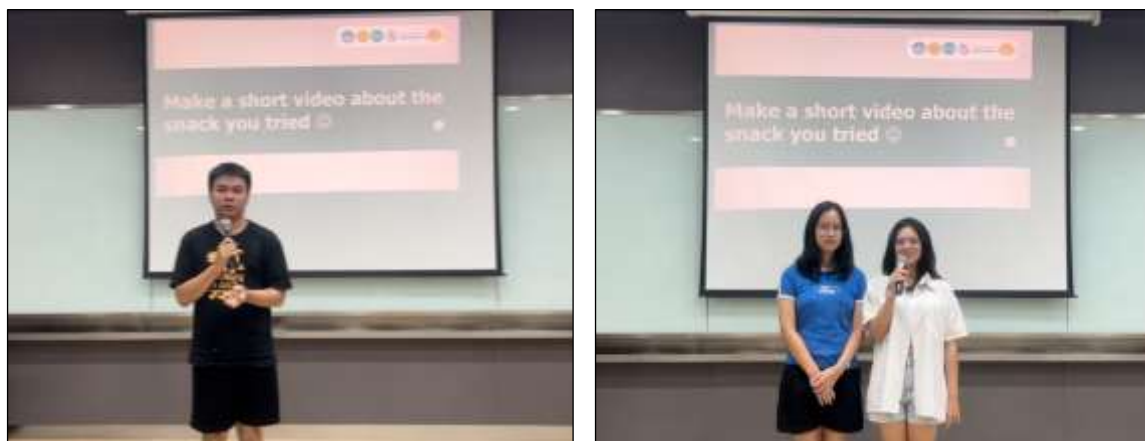


Figure 4. Students describing Indonesian traditional snacks

Evaluation Method

The effectiveness of the activity was evaluated using qualitative assessment methods focusing on participants' cultural understanding and language use during the culinary experience. The evaluation was based on three indicators:

1. Participants' understanding of Indonesian culinary culture.
2. Participants' ability to describe Indonesian traditional snacks using Indonesian vocabulary.
3. Participants' level of engagement and participation during the activity.

To assess these indicators, three evaluation techniques were employed:

1. Participant observation, which involved observing students' participation, interaction, and engagement during the activity.
2. Guided sensory description activity, where students were asked to describe Indonesian traditional snacks based on sensory experiences such as appearance, texture, aroma, taste, and overall impression
3. Reflective discussion, where participants shared their experiences and cultural insights gained during the program.

To guide students in describing the Indonesian traditional snacks, a sensory description framework was used during the tasting activity as shown in Table 1.

Tabel 1. Sensory Description Indicators for Indonesian Traditional Snacks

| No. | Sensory Activity | Description Indicator |
|-----|--|---|
| 1. | Observe the shape and colour | Students observe the shape and colour of the snacks. For example, <i>rengginang</i> appears round and light brown, <i>banana sale</i> is dark brown and thin, <i>tempe chips</i> are thin and golden, and <i>brem</i> is white and rectangular. |
| 2. | Touch the surface and feel the texture | Students touch the snacks to identify the surface texture, such as <i>rengginang</i> and <i>tempe chips</i> which feel crispy and hard, while <i>banana sale</i> feels soft and slightly chewy. |
| 3. | Smell the aroma | Students smell the snacks and describe the aroma. For instance, <i>banana sale</i> has a sweet banana aroma, <i>tempe chips</i> |

| No. | Sensory Activity | Description Indicator |
|-----|---|---|
| 4. | Taste and assess the flavor and mouthfeel | have a savory soybean aroma, and brem has a distinctive fermented aroma. Students taste the snacks and describe the flavor and mouthfeel, such as <i>manis</i> (sweet) for banana sale and brem, <i>gurih</i> (savory) for <i>rengginang</i> and <i>tempe chips</i> , and <i>renyah</i> (crispy) for fried snacks. |

The sensory description activity followed a structured process consisting of several stages: observing the appearance of the food, touching the texture, smelling the aroma, tasting the flavor, and summarizing the overall sensory experience. Students were encouraged to use simple Indonesian vocabulary when describing the snacks.

The collected data were analyzed descriptively to assess the effectiveness of culinary diplomacy as a medium for cultural learning and language practice.



Figure 5. Feedback from participants regarding their understanding, interest, and satisfaction with the culinary diplomacy activity.

RESULTS

Introduction of Indonesian Traditional Culinary

The community service activity began with an interactive cultural session introducing Indonesian traditional snacks to students at the Faculty of Liberal Arts, Thammasat University. The facilitator explained the diversity of Indonesian cuisine and its cultural significance in representing regional identities across the Indonesian archipelago.

Participants were introduced to several traditional Indonesian snacks brought directly from Indonesia, including brem from Madiun, banana sale from Central Java, rengginang from West Java, and kripik tempe from East Java. Each snack was presented along with explanations regarding its ingredients, preparation process, and cultural meaning within Indonesian society. For example, brem was explained as a traditional fermented rice product that reflects the creativity of local communities in utilizing agricultural resources. Banana sale represents traditional preservation techniques used by rural communities to extend the shelf life of bananas, while rengginang symbolizes communal traditions because it is often served during family gatherings and festive occasions.

The introduction of these snacks provided participants with insights into how Indonesian culinary traditions reflect broader cultural values such as creativity, community cooperation, and

respect for local resources. Students showed strong curiosity during the explanation session, particularly when learning about the historical and cultural background of each snack.

Demonstration and Tasting Activities

Following the introduction session, participants were invited to taste the Indonesian snacks as part of the experiential learning process. During this stage, students were encouraged to observe the visual appearance, texture, aroma, and flavor of each snack.

The tasting session created a lively and interactive learning environment. Students actively described their impressions using simple Indonesian vocabulary, such as *manis* (sweet), *gurih* (savory), *renyah* (crispy), and *enak* (delicious). These expressions allowed participants to practice Indonesian language skills while engaging with Indonesian cultural practices.

Based on the guided sensory description activity, most students were able to identify several sensory characteristics of the Indonesian snacks. For example, participants described rengginang as having a crispy texture (*renyah*) and savory taste (*gurih*), banana sale as having a sweet flavor (*manis*) and soft or chewy texture, tempe chips as thin and crunchy, and brem as sweet with a distinctive texture. Students also successfully used Indonesian vocabulary to describe the color, shape, aroma, and taste of the snacks during the tasting session.

Some participants also compared Indonesian snacks with similar Thai foods. For example, several students noted that rengginang resembles Thai rice crackers (*khao tan*), while banana sale was compared to grilled bananas commonly found in Thai street food culture. These comparisons helped students recognize similarities and differences between Indonesian and Thai culinary traditions.

The tasting activity therefore functioned not only as a cultural introduction but also as an experiential learning process that allowed participants to engage directly with Indonesian culinary culture.

Cultural Exchange Activities

The activity continued with a cultural exchange session where Thai students introduced several traditional foods from Thailand. Students presented popular Thai dishes such as somtam (papaya salad), mango sticky rice, and khanom buang (Thai pancake).

Each student explained the ingredients, preparation process, and cultural significance of the dishes using simple Indonesian language. This activity created a reciprocal learning environment in which both Indonesian and Thai culinary traditions were shared and appreciated.

The cultural exchange session encouraged active participation among students. Many participants appeared enthusiastic when explaining their local food traditions and discussing similarities between Indonesian and Thai cuisine. This interaction strengthened intercultural communication and created a warm atmosphere of mutual respect and cultural curiosity.

Participant Responses and Learning Outcomes

Participants responded positively to the program and expressed high levels of enthusiasm throughout the activity. Many students stated that learning about Indonesian culture through culinary experiences was more engaging and memorable than conventional classroom learning.

During the reflection session, students demonstrated their ability to describe Indonesian snacks using sensory indicators such as appearance, texture, aroma, and taste. Most participants used basic Indonesian vocabulary including *manis*, *gurih*, *renyah*, and *harum* when describing the snacks. This indicates that the activity supported both cultural understanding and language practice.

Tabel 2. Summary of Student Sensory Descriptions

| No. | Snack | Student Description |
|-----|-------------|----------------------------------|
| 1. | Brem | Sweet taste and soft texture |
| 2. | Banana sale | Sweet aroma and chewy texture |
| 3. | Rengginang | Crispy texture and savory flavor |
| 9. | Tempe chips | Thin, crunchy, and savory |

The activity also enhanced students' cultural awareness by introducing them to the social and historical meanings embedded in Indonesian food traditions. Participants began to understand that traditional food reflects broader aspects of Indonesian society, including local wisdom, resource utilization, and communal values.

In addition to cultural learning, the activity contributed to language learning outcomes. Students were able to practice Indonesian vocabulary related to food, taste, and cultural expressions in a natural and contextual environment. The combination of cultural exposure and language practice made the learning experience more meaningful and enjoyable for participants.

Furthermore, the shared experience of tasting food together created a friendly and collaborative atmosphere between the Indonesian facilitator and Thai students. This interaction helped strengthen interpersonal connections and foster mutual cultural appreciation between participants.

Overall, the structured sensory description activity shows that participants were able to identify key characteristics of Indonesian traditional snacks and communicate their observations using simple Indonesian expressions. This demonstrates that culinary-based experiential learning can effectively support both intercultural understanding and practical language use among international students.

DISCUSSION

The results of this community service activity demonstrate that culinary traditions can serve as an effective medium for cultural diplomacy and intercultural learning. Through the introduction and tasting of Indonesian traditional snacks, participants were able to experience Indonesian culture directly rather than merely learning about it through theoretical explanations. This experiential approach enabled participants to understand the cultural meanings embedded in food traditions, including social values, historical narratives, and local wisdom. Such experiential learning activities are considered effective because they allow participants to engage with cultural practices in real contexts, thereby enhancing cultural awareness and intercultural understanding (Ermanto et al., 2025; Saddhono et al., 2024).

These findings support the concept of culinary diplomacy, which emphasizes the role of food as a cultural bridge that facilitates intercultural understanding and international engagement (Chapple-Sokol, 2013). Food has the unique ability to create emotional connections among individuals from different cultural backgrounds because culinary experiences involve sensory perception, storytelling, and social interaction. As noted by Forman and Lejeune (2023), shared culinary experiences can create a sense of openness and cultural curiosity, allowing participants to explore cultural differences in a more relaxed and engaging environment.

The activity also illustrates how culinary diplomacy functions as a form of people-to-people diplomacy. Instead of operating solely through formal governmental channels, cultural exchange through food allows individuals to build mutual understanding at the interpersonal level. Previous studies highlight that such informal interactions play an important role in strengthening international relationships and cultural appreciation (Luša & Jakešević, 2017; Rockower, 2012).

Through shared culinary experiences, participants develop empathy and respect for cultural diversity, which contributes to positive perceptions of other cultures.

Another important finding of this activity is the role of culinary practices in supporting language learning and cultural competence. Integrating culinary experiences into educational activities provides authentic cultural contexts for language learning. In Indonesian language learning programs for foreign speakers (BIPA), culinary-based learning allows students to associate vocabulary with real-life cultural experiences, thereby improving both language proficiency and cultural competence (Ermanto et al., 2025; Nugraheni et al., 2022; Saddhono et al., 2024). During the tasting session, students practiced Indonesian vocabulary related to taste, texture, and ingredients, which enhanced their language comprehension in a natural and meaningful way.

The reciprocal cultural exchange between Indonesian facilitators and Thai students also contributed to deeper intercultural engagement. When Thai students introduced their traditional foods, the activity transformed into a two-way learning process rather than a one-sided cultural presentation. This interactive exchange allowed participants to compare culinary traditions, identify similarities between Indonesian and Thai cuisine, and develop a broader understanding of Southeast Asian food culture. According to Zeybek et al. (2025) such intercultural culinary exchanges play an important role in promoting dialogue and mutual respect among participants from different cultural backgrounds.

From a critical perspective, the use of sensory description activities during the tasting session proved to be an effective approach for encouraging students to actively engage with Indonesian culinary culture while practicing Indonesian vocabulary. The structured sensory observation process, observing appearance, touching texture, smelling aroma, and tasting flavor and enabled participants to connect language learning with real cultural experiences. However, the short duration of the activity limited deeper exploration of Indonesian culinary traditions. A longer program duration could provide opportunities for more intensive cultural immersion, such as cooking demonstrations or hands-on culinary workshops.

In addition to its educational benefits, the activity demonstrates the potential of culinary heritage as a strategic tool for promoting national cultural identity in international academic environments. Culinary traditions represent a tangible expression of cultural heritage, and their introduction in educational settings can strengthen cultural visibility and appreciation among international audiences (Cabral et al., 2025; White et al., 2019). By introducing Indonesian traditional snacks to Thai students, the activity contributes to promoting Indonesia's cultural identity through soft diplomacy.

Furthermore, the activity aligns with broader global development agendas, particularly the Sustainable Development Goals (SDGs). The program supports SDG 4 (Quality Education) by providing innovative cross-cultural learning experiences and SDG 17 (Partnerships for the Goals) by strengthening collaboration between higher education institutions from Indonesia and Thailand. Academic cooperation and cultural exchange programs such as this play an important role in fostering intercultural dialogue and strengthening international partnerships in higher education (Li & Mok, 2025).

Outcomes of this activity include increased cultural appreciation among Thai students toward Indonesian culture, which may contribute to strengthening cultural ties between the two countries (Anggaryani et al., 2024; Kencana, 2022). Furthermore, culinary diplomacy has the potential to support stronger bilateral relations by fostering mutual understanding, cultural respect, and intercultural dialogue between participants from different countries (Abuan, 2021; Zeybek et al., 2025).

These findings suggest that integrating culinary diplomacy into international community service programs can provide an innovative approach for promoting cultural learning and

intercultural dialogue in higher education environments. Universities can use culinary-based activities as a practical platform to combine language learning, cultural exchange, and international collaboration. Future programs may expand this initiative by involving a larger number of participants, organizing collaborative cooking workshops, or developing joint cultural learning projects between universities from different countries. Such initiatives would not only enhance students' intercultural competence but also strengthen academic partnerships and people-to-people connections at the international level.

However, this activity also has several limitations that should be considered for future programs. The number of participants was relatively small, and the duration of the activity was limited to a short cultural session. Future programs could expand the scope of activities by incorporating cooking demonstrations, collaborative culinary workshops, or cultural festivals that allow participants to engage more deeply with Indonesian culinary traditions. Expanding such initiatives may further strengthen the role of culinary diplomacy in promoting intercultural understanding and cultural exchange.

CONCLUSION

This international community service activity successfully introduced Indonesian traditional snacks to Thai students at Thammasat University as a medium for cultural learning and culinary diplomacy. The activity enhanced students' understanding of Indonesian culinary culture while enabling them to practice Indonesian vocabulary related to food, taste, and texture through experiential learning activities.

The program also facilitated intercultural dialogue through reciprocal culinary exchange between Indonesian facilitators and Thai students, contributing to increased cultural appreciation and mutual understanding. In addition, the activity strengthened academic collaboration between Universitas Pembangunan Nasional "Veteran" Jawa Timur and Thammasat University.

For future development, similar programs may be expanded through longer cultural immersion activities such as cooking workshops, collaborative culinary projects, or broader international cultural exchange initiatives. Such efforts can further strengthen the role of culinary diplomacy in promoting intercultural learning and international academic cooperation.

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