

POLITICAL INTRODUCTION

to the Slow Food Education Manifesto

Well aware that education and training of the next generations can no longer be provided entirely by institutions, we believe that we must offer a more broad-reaching educational approach, also involving other players active in the field in a cooperative manner.

Education is individual and collective responsibility, that belongs to all but must be close to each of us. It should be adopted and applied in schools and in politics, in associations, cooperatives, cultural centers, families and any other possible contexts.

It is important to recover and foster the role of the community, to ensure the passing on of all knowledge tied to material and social culture, including the culture of food.

We believe that food is the ideal instrument with which to experiment and promote an articulated, complex and creative education that gives value to interdependence, the environment and common good.

Slow Food upholds that everyone has a right to education, without distinction by sex, language, ethnicity or religion. Education should be available in various locations and at any age, in order that we don't pass on to the next generation that which we can help improve today. It is only through an educated, critical and motivated population that countries can give the best of themselves.

The right to education cannot remain an abstract declaration, as the principles are violated when they are not active.



Slow Food®

Education Manifesto

EDUCATION FOR SLOW FOOD...

- ... is about **pleasure**; providing convivial and playful occasions that allow us to discover the joy of good food
- ... teaches an appreciation of all things **slow**, learning respect for our own and other people's rhythms
- ... is learning by doing, because hands-on **experience** increases and strengthens educational outcomes
- ... values **diversity** of cultures, knowledge, skills and perspectives
- ... acknowledges everyone's needs, and stimulates their interests and motivation
- ... approaches themes in their full **complexity**, favoring a multi-disciplinary approach
- ... means taking **time** to understand, reflect upon and elaborate a particular vision
- ... encourages **participation** by promoting dialogue, liberty of expression, **cooperation**, listening and mutual understanding
- ... is a personal journey that involves **cognitive, experiential** and **emotional dimensions**
- ... is nourished by its own **context**, thus promoting local traditions, knowledge and cultures
- ... facilitates exchange among local networks, strengthening the sense of community
- ... develops self-**awareness**, giving people a better understanding of their own role and actions
- ... stimulates **curiosity**, and develops intuition and **critical thinking**
- ... promotes **change**, generating more responsible attitudes and behavior.



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