

EDUCATION



Slow Food's educational work expanded its sphere, developing the concept of a short production chain and the importance of local food.





COMING OF AGE

EDUCATION

✕ When the [international Slow Food association](#) was officially launched on December 10, 1989 in Paris, it brought together those of us who believe in the defense of food and pleasure, rediscovering the wealth of local cuisines, developing taste rather than demeaning it and forming an international network for exchange. We opposed a Fast Life and Fast Food in favor of a quieter approach. It was time to demand pleasure in order to enjoy life better, more slowly and consciously. Slow Food's early educational activities were developed in Italy, and involved games, Taste Weeks and Taste Workshops—innovative tools based on the discovery of food through the senses, curiosity and tasting, in strong contrast to the standard nutritionists' model that dictated what one should and shouldn't eat.

As the 1990s drew to a close, our focus changed to merge this approach with ecological concerns: A move to "eco-gastronomy" was led by projects to protect food biodiversity such as the Ark of Taste, the Presidia and the Award for the Defense of

Biodiversity. Slow Food's educational work expanded its sphere, developing the concept of a short production chain and the importance of local food. The first tasting courses were held for members, and the [Master of Food](#) project was launched to provide a more in-depth Slow study of major food and beverage categories. Proving very popular, more than 3,000 Master of Food courses have been held since 2001, with over 40,000 participants in Italy and trials in Japan, Croatia, Switzerland and France. Across Italy, schools began to be involved through the creation of *Dire Fare e Gustare* (Speaking, doing and tasting), both a conference and a taste education manual for teachers. Slow Food was also accredited by the Italian Ministry of Education, and during this time more than 9,000 teachers and 1,500 hotel management students were involved in training.

The step from eco-gastronomes to neo-gastronomes proved to be short, and continued to broaden our consideration of food in recent years. Slow Food worked to give a voice and proper recognition to



✱

The big task for the future will be trying to change daily food habits in line with a more responsible approach, accustomed to reading the complexity of the food system and to seeking a slow and sustainable pleasure.

those who produce food while respecting the environment, their local culture and future generations. The most dynamic, diverse and international phase of the association so far, this period was marked by several major undertakings: the launch of the Terra Madre network in 2004, the creation of the Foundation for Biodiversity and the launch of the international University of Gastronomic Sciences in Italy.

At this time, Slow Food's education approach embraced the good, clean and fair concept of quality in food, translating it into projects with international reach like the School Gardens (currently over 400 around the world), sustainable canteens (in schools, hospitals and companies), the network of learning communities and sensory education for adults and [children](#) (*In What Sense, Journey to the Origins of Taste*). In attempting the difficult task of promoting the role of co-producers—informed, aware consumers—and introducing the concept of conviviality and neo-gastronomy to public food service, Slow Food is systematically introducing

dialog and the exchange of knowledge between different generations, between people from different ethnic groups and professional levels, promoting the formation of authentic learning communities. And tomorrow's education? The big task for the future will be trying to change daily food habits in line with a more responsible approach, accustomed to reading the complexity of the food system and to seeking a slow and sustainable pleasure. Education must be directed towards promoting local relationships and inspiring debate between those involved in influencing and forming local policies. Our educational activities will need to experiment with using increasingly diverse languages—the languages of narrative, of film, of tasting—in order to reach everyone, from the youngest to the oldest. During the Terra Madre meeting to be held in October 2010, a Slow Food education manifesto will be written, agreed upon and shared, clearly establishing the cultural framework necessary for effective and wide-ranging food education. Slow Food's approach to education has come of age.

Belarus

RESEARCH AND ACTIVITIES FROM BERIOZA TO BERKELEY

DEAR FOOD DIARY

EDUCATION



A project launched in 2008 in Belarus has been working to promote local consumption and improve the daily diets of schoolchildren and their families through sensory education and hands-on experience. While the 1,300 education projects Slow Food is running all over the world vary widely, what differentiates this project further is the research being conducted on the measurable results of the initiative, involving more than 1,000 children and their families over a two-year period.

Belarus was devastated by the 1986 Chernobyl disaster and the nuclear accident not only seriously damaged the country's environment, but also harmed the health of the economy and the people. Berioza is a small, primarily agrarian town, but the idea of "modern" foods as status symbol has already arrived here. Children would prefer to spend their little pocket money on a small bag of potato chips rather than a hot meal. The project was developed at Berioza Secondary School No. 3 on the initiative of Slow Food Berioza convivium leader Lidzya Vistunova and Marina Nikonuk, the school's director. The school now offers courses to around 120 students between the ages of 9 to 15 to promote healthier and more sustainable food choices. The students study the origins of their food, exploring local and natural production methods, sensory profiles, quality characteristics and the social and economic consequences of their food choices.

The first phase of the project commenced in early 2008 and involved the transformation of conventional home economics classes into comparative workshops. During these cooking lessons, students were asked to produce the same dish twice using raw materials from two different sources, for example farmed and wild fish, in order to highlight the differences between industrial and locally produced food.

Then, in the first half of 2009, the project delivered a new curriculum of 20 lectures, for a total of 140 lessons. Students were introduced to "gym for the senses": lessons that require them to learn to use all their senses to understand and describe various foods. In addition, students tasted local products, met farmers, cooked healthy school lunches and visited [Terra Madre food communities](#). Each student was provided with an exercise book based on the sensory education kit, [To the Origins of Taste](#), adapted to the Belarusian context.

The third stage of the project, started in September 2009, introduced ten advanced classes focused on further increasing awareness of the benefits of local food production and consumption. These lessons covered the use of artificial flavorings, food memory, food seasonality and much more. To supplement the in-class lessons, students filled out questionnaires and kept daily food diaries, recording what they ate at school every day.



SLOW FOOD PROJECT IN BERIOZA

BENEFICIARIES

Over 1,000 students and their families

ACTIVITIES

School lessons, daily food journals and visits to Terra Madre producers

PARTNERS

University of California, Berkeley

DEVELOPMENTS

Four new schools in Belarus joined in September 2009. Schools in Azerbaijan, Turkmenistan and Ukraine are now implementing the project.





THE CHILDREN MET WITH TERRA MADRE FARMERS AND FOOD COMMUNITIES

KRISTIN KIESEL | NNKOLAY SINKEVITCH | LILIA SHELKOVA

VOICES

"In her daily food diary, Anya wrote down only chewing gum and candy as her food choices for lunch. She was convinced that because she puts chewing gum into her mouth, it counts as a food. I guess that has changed though, as she started to order hot lunches at the school cafeteria a couple of days ago." *Tatiana, teacher at Berioza Secondary School No. 3*



In order to track the impact of this new food education program, and to verify the observations of teachers and parents, a research collaboration was established with the Department of Agricultural and Resource Economics at the University of California, Berkeley. Consequently, an applied field study, "Nutritional Education and Food Consumption: Evidence from a Field Experiment," is measuring the quan-

titative results of the project. This research is also supported by the [UC Berkeley Behrs Environmental Leadership Program](#). Four other Belarusian schools, initially contacted to serve as a control group for the study, became interested in the program and adopted the curriculum in September 2009. The course is also being implemented in schools in Azerbaijan, Turkmenistan and Ukraine.

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del **Gusto**

Torino Lingotto Fiere 21-25 ottobre 2010

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Senegal

REGAINING A LINK WITH THE LAND IN DAKAR SCHOOLS

MANGEONS LOCAL

EDUCATION

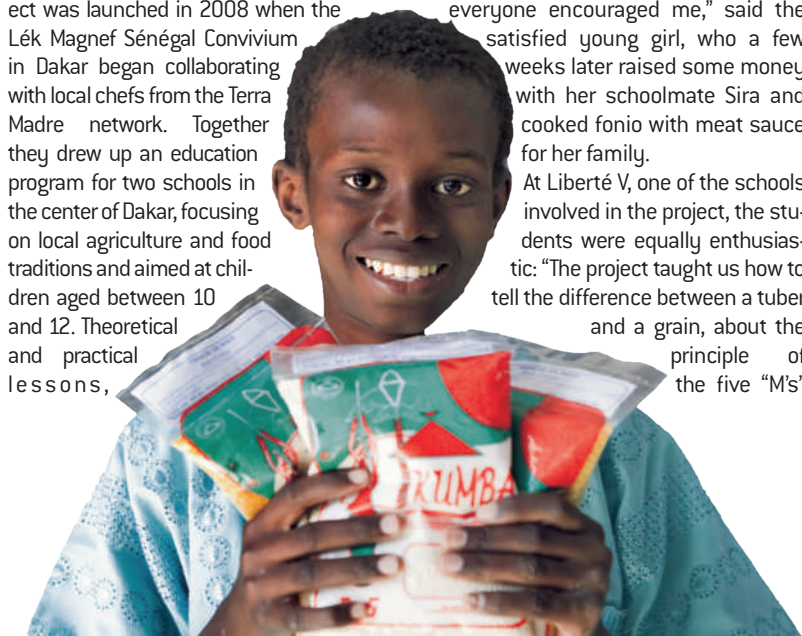
X The fall in the consumption of local food in Senegal has significantly weakened the local economy and increased the poverty level of farmers, causing a loss of traditional knowledge and reducing agricultural biodiversity. As much as 95% of the rice consumed in Senegal today is imported from Thailand, while rice grown in the north of the country struggles to find a market. In addition, imported rice has replaced traditional crops such as the small grain *fonio*, with heavy repercussions for culinary traditions and the food habits of new generations.

The *Mangeons Local* (Let's eat local) project was launched in 2008 when the Lék Magnef Sénégal Convivium in Dakar began collaborating with local chefs from the Terra Madre network. Together they drew up an education program for two schools in the center of Dakar, focusing on local agriculture and food traditions and aimed at children aged between 10 and 12. Theoretical and practical lessons,

stories and legends about local grains, quizzes and games provided the schoolchildren with the tools and arguments to convince their parents they needed to be eating local food on a daily basis.

Fatmata Diaraye, aged 12, did not wait long to put the teachings of the first lessons into practice. At home, she suggested that her mother replace their French-style breakfast of baguettes and coffee with a porridge made from local corn. The whole family appreciated the change, not least because imported foods, like powdered milk and rice, are becoming increasingly expensive. "After tasting it, everyone encouraged me," said the satisfied young girl, who a few weeks later raised some money with her schoolmate Sira and cooked fonio with meat sauce for her family.

At Liberté V, one of the schools involved in the project, the students were equally enthusiastic: "The project taught us how to tell the difference between a tuber and a grain, about the principle of the five 'M's'"





VOICES

"Today these children are able to prepare different traditional dishes using local products and have understood the importance of eating local."

Bineta Diallo, Terra Madre chef participating in the project



*Today
I'm cooking fonio*



© PAULAVESI 2009



MANGEONS LOCAL PROJECT

BENEFICIARIES

100 students and 300 family and community members

PARTNERS

Two primary schools: HLM Grand Yoff II and Liberté V
Two Terra Madre chefs: Bineta Diallo and Mayé Ndour
Slow Food Lek Ménéf Sénégal Convivium in Dakar
Iara Lee and George Gund Foundation (USA)

COORDINATORS

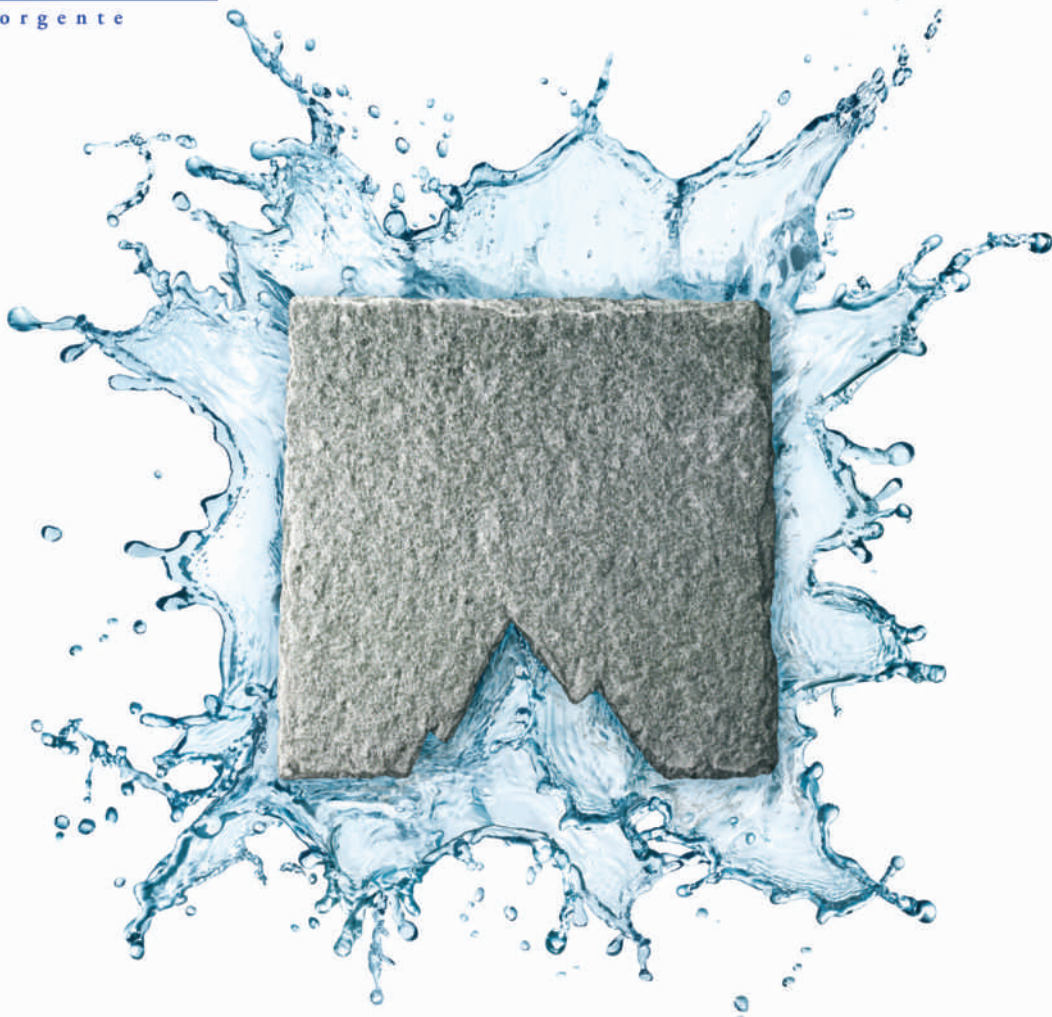
Slow Food Foundation for Biodiversity
Madieng Seck, Slow Food Lek Ménéf Sénégal
convivium leader

in restaurant hygiene—the *milieu* [the kitchen], the *manipulateur* [the cooks and other staff], the *méthode* [the preparation method], the *matériel* [the equipment] and the *matière* [the agricultural products]—and about the five senses, which help us to recognize the taste or the nature of an agricultural product,” recounted student Djénaba Barry confidently.

Eating slow is a habit deeply rooted in the food traditions of rural Africa: Village families eat their meals together around a calabash, a gourd that has been cut in half and dried for use as a serving dish, a container for preparing food, a water vessel or a simple bowl. The meal is an opportunity for sharing and exchanging knowledge and feelings, strengthening bonds of family and friendship. “Anyone who refuses to share our meal will never be considered one of us,” goes a Wolof saying.

The *Mangeons Local* project wants to make sure these traditions are also preserved in the cities, where it can be easy to lose sight of the link with the land.

SPAREA
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**A WATER WHICH IS STRONGLY LINKED TO ITS LAND OF ORIGIN,
SPAREA SPRING, THE LUSERNA STONE.**

California

THE **GROWING HEALTHY YOUTH** SCHOOL PROJECT

HELPING YOUNG PEOPLE GROW

EDUCATION

✕ Though it covers grades 7 to 12, Diablo Community Day School in Contra Costa County, California, is not a typical high school. Its students have been expelled from other schools in the district and recommended by the School Attendance Review Board to attend alternative schools serving students with specific challenges. Two-thirds of the students are considered socioeconomically disadvantaged. All the students have tested below the national average in reading and math and below California proficiency standards in English, math and science.

Faced with the task of preparing these students to return to their conventional schools, Diablo Community Day (DCD) adopted a school garden program whose success went beyond providing its student body with a source of healthy food.

Marilyn Jamerson, DCD's principal, explained her reasons for wanting a garden at her school: "It makes me so sad to see these kids stuffing their pockets with the pre-packaged foods we provide for lunch. Every day, they take them home to their families because they don't have enough to eat."

Garden coordinators Lesley Stiles and Stephanie Jacob and Slow Food Delta

Diablo chapter leader Gail Wadsworth started the Growing Healthy Youth garden-to-table project in fall 2008.

"For most of these students, it is their last chance to complete school in a public school setting," says Gail. "We've been working in a school with students most people would have written off as too difficult, in a school district struggling to keep schools open."

The three women began involving DCD students in all aspects of the creation of an organic garden from the ground up, building raised beds, bringing in soil and compost and installing a timed irrigation system.

HARVESTING PATIENCE

After the garden was planted, Lesley and Stephanie would arrive at DCD every Tuesday, ready to share their ideas, their knowledge of plants and their passion for food. They used the garden's harvest to set up cooking demonstrations and taste education and brought in unusual fruit and grain varieties. They planted fruit trees, grape vines and blueberry bushes to provide a home for beneficial insects and to beautify the garden.

An important practice of Growing Healthy Youth is the involvement of



VOICES

"The students we have spent our time with this year have been transformed in different ways. Some have embraced the garden as theirs and are planning on maintaining it over the summer to attain community service credits. Some view eating new things in a more positive light. Some have decided that they actually like eating fruit and green vegetables. Almost all of them have become more tolerant of us and our crazy ideas."

Gail Wadsworth, Slow Food Delta Diablo chapter leader

"I feel so proud of myself because I know some of the wonderful things that are inside the garden I planted are still growing." *Raeshell, Diablo Community Day School student*

FUNDING AND RECOGNITION

Growing Healthy Youth has been recognized with a 2009 Juvenile Justice Award from the Juvenile Justice Commission and Delinquency Prevention Commission, and has received financial support from the non-profit healthcare provider Kaiser Permanente and the Slow Food Delta Diablo chapter and a Slow Food in Schools micro-grant from Slow Food USA.

Tasting self-reliance

DCD faculty and parents. The teachers began to overhear conversations between students expressing excitement about the different foods they were trying. One week one of the teachers, Angie DeLeon, prepared fried rice for the students to eat with the kimchi they had made a week earlier. During an open house for parents and community members, the [Slow Food Delta Diablo](#) chapter cooked just-harvested peas, broccoli and onions and students showed their parents the garden they helped create. At the end of the school year, all the students, teachers and

garden coordinators celebrated by preparing a Garden Harvest Feast, which included chicken tacos, garden salsa and fresh salad.

Wadsworth noted remarkable changes in the students. Several described being at peace and achieving clarity of mind working in the garden, feeling inspired to embrace a new-found sense of patience as they become more aware of how food is grown. Student Wesley Taufou wrote: "One day I'll have my own garden at home and have my family experience what I have done here at school."

Europe

A NEW EUROPEAN NETWORK FOR SCHOOLS:
SLOW FOOD IN THE CANTEEN

IMPROVING SCHOOL MEALS

EDUCATION

✕ One of Slow Food's key missions is to address the issues behind the food we eat every day, so that our diet fulfills our right to pleasure and balanced nutrition while also taking care of our planet. Projects following this goal are defined under the theme of [Daily Food](#). Seeing an urgent need to dedicate attention to this topic, Slow Food Italy made it a major part of its agenda during the 2006 national congress. The first step taken was to get involved in projects relating to public food service outlets such as school cafeterias and hospital canteens. To start this process, a national survey was conducted on school catering, with over 50 municipalities completing a questionnaire detailing the kind of service they offered. This research led to the development of guidelines by Slow Food Italy presented in 2009 in a publication called *Pensa che mensa... scolastica!* (Dream Canteen for Schools). This is the first in a series of publications promoting Slow Food's approach to public food service management, sharing ideas on how canteens can move closer to gastronomic traditions, involve local producers, foster conviviality and offer learning opportunities.



BEYOND THE CLASSROOM

A new international Slow Food project called [Slow Food in the Canteen, A European School Network](#) was launched in 2009 and by the early months of the 2009-2010 school year,

schools in 11 European countries—Belgium, Bulgaria, Denmark, France, Ireland, Italy, Latvia, Northern Ireland, Poland, Romania and Spain—had joined the program. The goal is to involve at least one school in every European country by spring 2010. Slow Food in the Canteen takes a broad view of quality food service in schools, involving the school administration together with teachers, service operators, local producers, pupils, parents, the local Slow Food convivium and the wider community. The project addresses the problems that stem from the poor standard of food served in school canteens or consumed during the school day. All the schools share the common goal of improving the quality of the school meal services, with each taking their own cultural approach as a starting point. Upon joining the network, the schools receive a copy of Slow Food's sensory education kit, [To the Origins of Taste](#), which provides materials to help develop educational activities that encourage greater knowledge and understanding of food and its taste qualities, origins and production methods. Buying, processing and serving millions of meals a day, canteens represent a huge opportunity to orient the market towards virtuous behavior and promote taste education. Slow Food looks forward to continued future initiatives in canteens, with the hope that, step by step, each of us will have access to a better, cleaner and fairer daily meal.



SLOW FOOD IN THE CANTEEN

BENEFICIARIES

4,000 students in 11 European countries

OBJECTIVES

To improve school meals so that they are fresher, more flavorful and balanced; to eat locally and promote a shorter production chain; to encourage taste education during meals to better understand what we are eating and make better meal choices; to respect the environment through sustainable production, reduction of food waste and recycling; to learn about the geographical territory and traditions behind each dish; to promote conviviality at the table.



VOICES

"We started working with Slow Food in the Canteen to learn to grow our own food, to learn about quality food and cooking, about animal breeds, about biodiversity and so many other things. The first year of the project has been very successful, and next year we hope to bring the program to even more schools."
Marta Pozsnoyi, Slow Food Turda, Romania

Uganda

EMPOWERING YOUTH THROUGH AGRICULTURE

EDWARD'S GARDENS

EDUCATION

X In Uganda, food cultivation has historically been enforced as a form of punishment for disobedient school children. As a result, many young people have grown to despise agriculture, thinking of growing food as something one is forced to do when he or she has done something wrong. Such a negative association in the minds of young people paired with farming's small economic returns has led to a surge of Ugandan youths turning to other forms of employment, losing touch with their rural backgrounds and losing interest in local food production. However, Slow Food Mukuno convivium leader Edward Mukiibi, 23, is working brilliantly to reverse this process.

In 2002, when he was just 16, Edward envisioned a project to improve school-children's approach and relationship to growing food. He named it [Project DISC](#) [Developing Innovations in School Cultivation]. Over the next years, he worked with local schools to create fun activities in school gardens and classrooms for pupils, to teach children and young people how fascinating and fulfilling growing food can be. In 2008, he traveled to Terra Madre as a youth delegate and presented Project DISC to other community leaders. He quickly gained the attention of Slow Food and in collaboration with the association created a plan for the expansion of Project DISC to 17 Ugandan schools in 2009.

FIGHTING FAMINE

Each year disasters from prolonged drought and flooding place over 1.5 million people at risk of starvation in Uganda. The food crisis is categorized in three levels: famine, acute food shortage and moderate food shortage. In early 2009, when the Ugandan government stated that food shortages had reached the famine level and 52 districts countrywide were facing food insecurity, Edward decided that he would create school gardens based on simple and adaptable designs to withstand climate issues such as extreme drought and erosion.

Edward and his team volunteered in schools throughout the country to plan, construct and care for school gardens which he designed to suit the local territory. They also worked with teachers to develop and present a curriculum covering both practical and theoretical components on a range of topics. Produce from the 17 school gardens supplemented school lunches, ensuring students could have a fresh and nutritious meal every day. Additional produce was sold at local markets to bring in financial support for the project. Project DISC gained much attention throughout the year and was presented at the National Agricultural & Trade Show, which brought together farmers and agriculturalists from East, South and Central Africa. The students involved have had such a positive and rewarding experience that they are eagerly creating gardens



at home and in their neighborhoods to share what they have learnt with others, and are collaborating with the Bugisu Young Farmers' Community to increase youth involvement in local agriculture.

In recognition for his work, Edward represented Slow Food's [Youth Food Movement](#) at the FAO World Food Summit and Civil Society Youth Forum in November 2009.

In 2010, the project will involve 31 schools and over 1,000 students.

PROJECT DISC

BENEFICIARIES

17 schools and 620 students

ACTIVITIES

School and community gardens, school meal programs, Taste Workshops with garden produce. Lesson topics: agriculture techniques, garden planning, composting, nutrition, preparing traditional foods.



VOICES

"I want to thank Project DISC and Slow Food for thinking of the future. We are getting old and children do not want to produce food. Then who would feed them and their children? Thank you for teaching these boys and girls to control food production. At least now I know our children's children will not go hungry."

Eliazari Magala, grandfather, Uganda



UNISG

PROJECTS GERMINATING

AT SLOW FOOD'S UNIVERSITY

CREATIVE GASTRONOMES

EDUCATION

X When I enrolled in the [University of Gastronomic Sciences](#), I had no idea what was awaiting me. Choosing this new institution in the small Italian village of Pollenzo was a leap in the dark. And it turned out to be love at first sight. Studying food as a cultural object, what an idea! I moved to the Piedmont region from the heart of Emilia Romagna and set off on a journey of many possible paths and infinite variations. And on completing the three-year degree I wanted more and recently started the two-year graduate degree in Gastronomy and Food Communications. I have now known this university for some years, and I have seen it constantly develop and change. Since its founding in 2004, it has not missed an opportunity to grow and adapt to its students. Little by little, as we grew into the role of gastronomes, the university grew into its role of institution.

The environment of Pollenzo serves as an incredible hotbed, far beyond any standard educational experience, and is unconventional in every way. Students from all around the world study a multidisciplinary program that takes them from science subjects to humanities, coming into direct contact with the realities of food production

and meeting food communities. This makes UNISG an extraordinary experience, perhaps even unwieldy, but without doubt it opens up a much broader horizon than any other university in the sector in Italy.

However, the Italian market is still quite unresponsive to—or perhaps not yet ready for—the figure of the gastronome. It therefore takes some initiative, and most of all creativity, to translate such an unusual education into practical opportunities.

[Cavolfiori a Merenda](#) (literally, “cauliflower for a snack”) was the solution devised by myself and a group of friends. Together we formed an association to promote gastronomic culture: a mobile project, taking shape through a series of events in which consumers and producers can meet to discuss food, as well as enjoy eating it. These open-air events conclude with a meal served in the middle of a field or a vineyard, with guests seated at long tables. The seven of us organized a tour across Italy in 2009, bringing us to Tuscany, Emilia, Lombardy and Puglia, exciting the curiosity of our guests not just in the project itself, but also in the nature of the university, often unfamiliar even to Slow Food members.



Contacts

To find out more, you can write to [Daniela Pirati](#), the student who wrote this article.



MEDITATION ON DISHWASHING

Rinse, wash, rinse
 Through my hands evening dishes pass
 Through the window, a garden
 To the East, an expanse
 Of trees and fields and another man's barn
 Between my fingers
 The melding of labor and soil
 Heat and rain and love
 Reminders of the softness of an udder
 The salt of cheese
 Spice of sun ripened peppers
 As hands of my own
 Hands of others
 Fluidly rinse
 Wash and rinse
 To welcome yet another feast

*Emily Fielding, program participant and Slow Food
 Portland member*

VOICES

"It is difficult to convey how much Quillisascut touched me. In a world racked by so much havoc and negativity it is an unbelievable relief to meet people who are at the forefront of righting destruction simply by living off their land and by teaching others to love the land like they do. Rick and Lora Lea belong to a breed that is scarce in the world today, a rare breed that is hurting, but not yet dead. The salvation of their species is coming, through the farmer who goes organic, the student who decides to start a food club, the politician who votes yes to good, clean and fair food and all of us every time we vote at the grocery store, farmers' market or restaurant. Rick and Lora Lea are revolutionaries who fight with their shovel, their hoe and their minds. Bless them."

Claire Nevels, Slow Food Fourth Corner member

Ireland

EXCHANGING SEEDS AND ADVICE

GROWING
AT HOME

EDUCATION

X Michelle Obama wasn't the only person who started growing her own vegetables in 2009. Irish Slow Food convivia experienced an upsurge in interest in food growing that year and Teagasc, the Irish authority on agriculture and food development, was also inundated with requests for information. In response, it published *A Guide to Vegetable Growing*, saying the requests "were not from farmers but from the general public." Meanwhile, journalist and author Michael Kelly and Slow Food South East convivium leader Donal Lehane responded to this heightened curiosity by creating a new "home food growing" theme for the country's annual Slow Food event, the Waterford Harvest Festival.

BACKYARD PRODUCE

When Michael and his wife started growing their own vegetables five years ago, they went in search of a local food growers group in the hope of learning from those with more experience and getting to know like-minded people in their area. There was no such group, so they held a meeting at the local library on the topic

of backyard food growing and to their surprise over 100 people showed up. Their local success took the national stage during the Waterford Harvest Festival in September 2009, with the launch of a countrywide network of home-food-growers called [Grow It Yourself \(GIY\) Ireland](#). The network aims to inspire people to get growing and to give them the knowledge they need to do so successfully. Using the extensive national Slow Food network, the festival hosted an event to celebrate good, clean and fair food and discuss the benefits of growing and eating our own produce. A number of speakers were featured, including the Irish Minister for Food and Horticulture and Ballymaloe Cookery School founder and Slow Food International Councilor Darina Allen, and there were also cooking demonstrations by renowned Terra Madre chef Clodagh McKenna. Afternoon activities included workshops on a range of topics including health and nutrition, baking, permaculture, seed saving, allotments and community gardens. More than 300 delegates attended the event from all over Ireland and were



VOICES

"With our economy in a perilous state and increasing concerns about the quality of our food system, there is unprecedented interest in producing organic food in back gardens, allotments and community gardens. Many people now believe that growing and rearing your own food is a lifestyle choice that not only makes sound economic sense, but also makes you feel more vibrant, alive and connected to your community and environment."

Michael Kelly, Grow It Yourself Ireland founder





D. LEHANE'S PERSONAL COLLECTION



M. MARENGO/SLOW FOOD

GROW IT YOURSELF

OBJECTIVES

GIY groups aim to take the “self” out of “self-sufficiency” by getting amateur growers together so they can learn skills from each other and connect with like-minded individuals.

ACTIVITIES

Training courses; garden visits; seed swaps; product bartering and exchange; mentor panels; website forum with information on aspects of backyard growing such as soil preparation and crop rotation with grower's calendars, news and events, gallery, links and an interactive forum where members can post questions, share information etc.; grower's *meitheals* during which GIYers get together in one another's gardens to carry out some growing-related tasks (*meitheals* are the traditional rural agricultural groups in which neighbors would come together to help each other in tasks such as preparing the hay or gathering the harvest).

inspired to get actively growing in their own homes and communities and to share their knowledge. Just a few months after the event, there are now 33 GIY groups gathering monthly in Ireland. They are open to anyone interested in food growing, from a few pots of herbs on the balcony to complete self-sufficiency, and to gardeners of all levels, from complete beginners to experienced green thumbs.

GIY continues to grow quickly with an average of three new groups starting each week. While the current groups are present in 18 regions, the goal is to have a group in each of Ireland's 32 counties by spring 2010.

Bontempi and Laudi Award 2010

WINNER OF ISSUE 2010: SAMPLES OF ETHICS AND SPORT

It was awarded on February 3 at the Regional Museum of Natural Sciences of Turin the **Rinaldo Bontempi and Maurizio Laudi Award**, an important **piece of the Ethics and Sport project** promoted by **Regione Piemonte**, in collaboration with **Turin Olympic Park** and edited by a **Scientific Committee**, made up of influential members of the sporting, social, political and economic world.

Rinaldo Bontempi was a respected politician of Piedmont, who died in the summer of 2007, and it was he who promoted, as vice-president of TOROC, the Organizing Committee for the XX Olympic Winter Games of Turin 2006, a committee of the values and the "Charter of Intentions", first example of a document within the Olympic social responsibility of sport.

Maurizio Laudi, died in September of 2009, was a young judge, deputy Prosecutor of Turin then appointed Republic's Prosecutor once transferred to Asti. In 1995 he was appointed by Lega Calcio and Federcalcio, Sport Judge for national competitions. Since 2008 he was the leader of the Scientific Committee of Ethics and Sports of the Piedmont Region, started by Rinaldo Bontempi, giving a strong contribution in the dissemination of a proper sports education and to the concept of sport as a cultural phenomenon.

THE PRIZES IN THE FIVE CATEGORIES

1) INSTITUTIONS CATEGORY

CITY OF TURIN: for having committed to let the citizenship know the principles of good sports culture by the exposition of the Ethics Charter for Sport Piedmont.

2) ASSOCIATIONS/SPORTS CLUBS CATEGORY

ITALIAN FEDERATION HIT BALL: sport invented in Turin by a teacher to prevent discomfort in the school. Afterwards it has been organized into a federation.

3) PROJECTS CATEGORY

MATTI PER IL CALCIO: is the National Football League with 7 players for each team, which involves patients in mental health centers, psychiatrists and nurses (by Uisp).

4) ATHLETES/TECHNICAL/MANAGEMENT CATEGORY

ROBERTA FIANDINO: Biathlon athlete, awarded for her continuous commitment and significant achievements in a sport that unfortunately is often not considered.

BRUNA MATTÀ GUARINO: A.S.D. MARCHESA's President awarded for her daily work for the elderly and for a vision of sport based not on competition but on the wide participation.


5) COMMUNICATIONS CATEGORY

IL CORRIERE SPORTIVO: for giving voice to the sport in its local dimension, growing a culture of ethics in sport.

www.eticasport.it







The Slow Fish Campaign

PROTECTING **MARINE BIODIVERSITY**

CAUGHT IN THE NET

EDUCATION

X The problems affecting our oceans are numerous and complex, and when it comes to sustainable fishing, it's hard to know just who to listen to. However, one thing is clear: The fishing industry is following the same logic as industrial agriculture and animal farming. Production is intensifying to supply a global market in which food is nothing but merchandise, a commodity we don't hesitate to transport for thousands of miles until it reaches the highest bidder. Massive subsidies support intensive production without paying any attention to the serious disequilibriums it brings with it. Paying the high price are the environment, biodiversity, communities and our health. We are seeing the degradation of marine ecosystems, a dangerous decline in the stocks of many species that play a vital role in the food chain, a growing disparity in access to resources and an enormous pressure on communities of artisan fishers who use responsible fishing methods.

Slow Food strongly believes that each one of us, in our own small way, can contribute to jamming up the workings of this mechanism, learning to choose fish produced using artisanal, non-polluting methods. We have seen it with agriculture, where consumers were able to create a market in

organic, fair-trade, local and seasonal products. In particular, consumers showed their power through the spread of farmers' markets and Community Supported Agriculture projects in which customers became "shareholders" in the farm, sharing the risks and benefits of food production. When it comes to fish, with the exception of a few incomplete and very controversial labels—which at least have the benefit of existing—and despite an increasingly critical situation, we are still waiting for a similar push towards responsible seafood consumption.

RECIPES FOR SUSTAINABILITY

Slow Food argues that the successful strategy for improving the current situation, as with agriculture, will be to return to the origins of the food, to put curiosity and pleasure at the service of responsible choices, to rediscover the forgotten recipes and tastes that the global market tends to obliterate, to deepen the knowledge of traditional practices and the resources hidden in streams, rivers, lakes and seas. This is why the international Slow Fish campaign is developing initiatives that promote artisanal fishing and neglected fish species. The Slow Fish event, held every two years in Genoa, is the most suc-



THE OCEAN'S RESOURCES ARE IN A WORRYING STATE OF DEGRADATION



Successful expression of this undertaking. A large exhibition space is dedicated to presenting the issues at stake through a wide range of activities: children's educational workshops are attended by large numbers of school groups; round-table sessions bring together experts and fishers from around the world to discuss the threats facing the oceans and share positive experiences; and the public have the chance

to taste and buy delicious, sustainable sea products and learn more about the issues. The campaign's multilingual [website](#) brings together the existing data on the sustainability of our seafood consumption to reveal the issues hidden behind a plate of fish. Another section of the site will highlight the projects and work being done on a daily basis by Slow Food's network to promote good, clean



FISH MUST BE CAUGHT AND CONSUMED RESPONSIBLY

Understanding the oceans

and fair fish. One area will feature contributions from the Slow Fish Challenge, with recipes using sustainable fish provided by Slow Food members and Terra Madre communities. A variation of the challenge has been developed for schools and Slow Food has designed a teaching tool that illustrates the basic concepts of fish sustainability, such as seasonality, sizes and reproductive

age, to help every class research their own local fish species.

The Slow Food Foundation for Biodiversity is also involved: It has already launched 23 Presidia projects together with the Terra Madre fishing communities and is preparing new activities linked to sustainable fishing in the run-up to Terra Madre 2010. To be continued...

United States

CAMPAINING FOR **REAL FOOD IN SCHOOLS**

TIME FOR LUNCH: GALVANIZING THE GRASSROOTS

EDUCATION

X In March 2009, the White House [announced](#) that they would be planting a kitchen garden right in their own backyard. First Lady Michelle Obama invited local elementary school children to break ground with her and come back throughout the growing season in order to plant, harvest, [hula hoop](#) and talk about vegetables and healthy eating. This has been welcome news for the food movement in the United States. The First Lady seems to understand that her actions send a strong [message](#) about the value of real food. Of course, she joins an already thriving garden-to-table movement, as Slow Food advocates have long recognized the power of garden education to transform young people's relationship to food.

Given the receptive political climate in the United States right now and Slow Food's history of promoting taste education for children, expanding its work to create systemic change in the food system via public policy was a natural progression for Slow Food USA. In 2009, Slow Food chapters in the United States began organizing locally in order to advocate nationally for improving the National School Lunch Program. Because

more than 31 million American children eat a public school lunch every day, improving the program represents an enormous opportunity to link schools to local farms and to help children stay healthy. The main obstacle schools face in improving school lunches is lack of funding. Right now, the US Congress leaves schools with only \$1 per meal to pay for food (with the rest going to salaries, equipment, etc.). It doesn't help that vending machine companies are allowed to sell junk food at school, nor that schools no longer have the equipment and resources to buy and cook fresh ingredients from local farms.

SIT AND EAT

Slow Food USA launched the [Time for Lunch](#) campaign by organizing a large public display of support for helping schools serve real food. On Labor Day, September 1, 2009, Slow Food chapters and new volunteers [organized](#) over 300 "Eat-Ins" (part potluck, part sit-in) which brought over 20,000 people together to sit down in public and share good food with their neighbors. Eat-Ins took place in schoolyards and backyards, on farms and in front of city halls in all 50 states,



generating over 400 media hits and collectively demonstrating that families across America want Congress to act. For one of the six Eat-Ins that took place in the Los Angeles area, Emily Ventura of Slow Food Los Angeles joined forces with Homegirl Café, a non-profit that keeps teenagers off the streets by giving them job training in professional kitchens. With Emily's help, the café's teenage cooks canvassed local farmers' markets and neighborhood businesses to talk to community members about the campaign and invite them to attend their Eat-In. Working with new partners raised awareness about Slow Food's mission in communities the chapter had never reached—and over 400 people came to the event.

Two weeks before Labor Day, Kristin Hayles went to the *Time for Lunch* web site and saw that no Eat-Ins were taking place in Houston, Texas. So she emailed a few friends, formed an organizing team and did some outreach. Reverend Mark Downs agreed to host the Eat-In at his church. Neighborhood groups got involved. On the day of the event, TV reporters showed up, everyone shared a meal and the organizers made plans for

continuing to work locally to improve the local food system in Houston.

These successes were repeated across the country. Slow Food Santa Cruz's Eat-In gathered over 100 people, deepened the chapter's connections to local organizations and got US Congressman Sam Farr to attend and speak to the crowd. Slow Food Huntington in New York got their Board of Supervisors to proclaim September 7 "Time for Lunch Day." Slow Food Atlanta inspired more than 350 people to hand-paint signs and march merrily through Piedmont Park. Since then, the campaign has maintained momentum and deepened members' involvement by focusing on writing thousands of [letters](#) to Members of Congress, urging them to raise nutrition standards for food sold at school, increase the funding for school lunches, and make Farm to School funding mandatory. Although at publication time it is too early to tell whether Congress will respond (the bill is slated to be updated by September 2010), the campaign has certainly succeeded in using Slow Food's core values—the principles of pleasure and a commitment to increasing access to real food—to galvanize a grassroots movement in the United States.