

**Interreg  
Danube Region**



Co-funded by  
the European Union



# Curriculum on Slow Food Tourism Practices for Educational Purposes

**Deliverable D.2.2.3**

**Final Report**

Activity 2.3: Piloting the Engagement of the Vulnerable Groups  
in Slow Food Tourism

Specific objective 2: Pilot Actions – Testing and Applying SReST  
Solutions

December 2025

# Content

1.	Introduction and Context .....	2
2.	Objectives and methodological approach.....	3
3.	Main activities and results achieved .....	5
4.	Pilot achievements and effects .....	13
5.	Evaluation and Lessons Learned .....	14
6.	Sustainability and recommendations for the future.....	17
7.	Conclusion and summary of results .....	18
8.	Attachments.....	20
8.1	Attachment 1: Feedback form template.....	20
8.2	Attachment 2: Attendance lists from the Pilot .....	24

## Disclaimer:

This document has been produced with the financial assistance of the European Union. The content of the document is the sole responsibility of the SReST project partners and can under no circumstances be regarded as reflecting the position of the European Union and/or Interreg Danube Region programme authorities.

# 1. Introduction and Context

The main objective of the “Socially Responsible Slow Food Tourism in the Danube Region – SReST” project is to promote slow food tourism across the Danube region and strengthen the employability of vulnerable groups by developing solutions that valorize agrobiodiversity and gastronomic heritage while ensuring fair distribution of benefits and the well-being of host communities. The project supports the creation of sustainable tourism models that protect food heritage and foster socio-economic development through innovative approaches, engaging youth, elderly, persons with disabilities, and migrants in rural and suburban areas.

Within this framework, the University of Economics in Bratislava (EUBA), as the responsible partner for Pilot 2 “Creation and Testing of a Curriculum on Slow Food Tourism Practices for Educational Purposes,” organized a pilot event to validate the curriculum structure and learning outcomes. The curriculum, titled “Good Practices of Slow Food Tourism from the Danube Region,” aims to equip students with knowledge and skills to design authentic tourism products grounded in the principles of sustainability, cultural heritage, and zero-waste philosophy.

The pilot event, held on 17<sup>th</sup> September 2025 in Prešov, Slovakia, brought together regional tourism stakeholders, educators, and students to test the curriculum through presentations, interactive discussions, and a practical workshop. Contributions from partners such as KOČR Severovýchod Slovenska and Municipal Community Dubašnica enriched the event with insights into regional tourism practices, while Soupculture demonstrated an innovative zero-waste street-food concept. These activities provided a real-world context for the curriculum themes and highlighted opportunities for experiential learning.

This report presents the activities implemented during the pilot event, including the validation of curriculum content, stakeholder feedback, and recommendations for improvement. The pilot emphasized the importance of integrating case studies, practical assignments, and stakeholder engagement into the teaching process to ensure that students can apply theoretical knowledge in real-life settings. In line with the principles of the slow food movement, the curriculum promotes local, seasonal ingredients, cultural authenticity, and sustainable tourism practices, preparing future professionals to contribute to resilient and inclusive tourism development in the Danube region.

# 2. Objectives and methodological approach

## 2.1. Overall objective

The overall objective of the pilot action “Creation and Testing of a Curriculum on Slow Food Tourism Practices for Educational Purposes” was to validate and refine an innovative educational framework that equips students with knowledge, skills, and competences to design authentic tourism products grounded in the principles of sustainability, cultural heritage, and the Slow Food philosophy. The pilot aimed to demonstrate that experiential learning combined with stakeholder engagement can foster a new generation of professionals capable of promoting agrobiodiversity, zero-waste practices, and socially responsible tourism models.

## 2.2. Specific objectives

- ✓ **Test the curriculum structure and learning outcomes**  
The pilot verified the alignment of the curriculum with ECTS standards, thematic relevance, and feasibility of seminar loads, ensuring that topics such as zero-waste philosophy, agrobiodiversity mapping, and responsible travel are effectively integrated.
- ✓ **Collect stakeholder feedback for curriculum improvement**  
Regional tourism organizations (KOCR Severovýchod Slovenska, Municipal Community Dubašnica) and innovative SMEs (Soupculture) provided insights into market needs and best practices, helping to identify gaps and opportunities for enhancement.
- ✓ **Promote cross-border knowledge exchange and cultural heritage preservation**

The event showcased examples from Slovak and Croatian destinations and introduced zero-waste street-food concepts, reinforcing the curriculum's emphasis on sustainability and local identity.

✓ **Lay the foundation for replicable training models and engage students in practical application of Slow Food tourism concepts**

The pilot aimed to improve the curriculum framework that can be easily adapted and scaled across different educational contexts. By combining theoretical modules with experiential tasks—such as designing micro-itineraries, conducting stakeholder mapping, and applying zero-waste audits—the approach demonstrates how academic content can translate into real-world tourism solutions.

### 2.3. Methodological approach

The pilot implementation adopted an inclusive, participatory, and practice-oriented approach, combining three core components:

- **Educational component:**  
Presentation of the curriculum “Good Practices of Slow Food Tourism from the Danube Region,” followed by validation of its thematic units (Slow Food philosophy, zero-waste, urban farming, itinerary design...). Students engage in structured tasks, including drafting itineraries and mapping stakeholders.
- **Interactive workshop component:**  
Moderated by EUBA experts, the workshop focused on collaborative brainstorming. Participants worked in smaller groups to review the proposed curriculum structure and discuss improvements. Each group analyzed thematic units, teaching methods, and practical integration of sustainability concepts, generating ideas. The session encouraged critical thinking and participatory feedback, ensuring that the curriculum reflects real-world needs and remains adaptable for future replication.
- **Experiential and promotional component:**  
Live demonstration by Soupculture illustrated zero-waste street-food practices, complemented by tasting sessions to anchor theoretical concepts in tangible experiences. Regional presentations by KOCR and Dubašnica highlighted authentic approaches to gastronomic tourism and stakeholder collaboration.

Special attention was given to participatory learning and inclusivity, ensuring that the curriculum reflects ethical engagement with vulnerable groups and provides adaptable tools for diverse educational contexts. Feedback was collected through moderated discussions and questionnaires, forming the basis for iterative improvement and integration into the SReST Learning and Innovation Ecosystem.

# 3. Main activities and results achieved

**Quick summary of the event objectives:** The event aimed to present regional tourism contexts connected to agrobiodiversity and food heritage, showcase zero-waste street-food practice, and validate the curriculum structure and teaching outcomes through live presentations, a workshop and moderated discussion. A secondary objective was to collect input for improvements, especially the creation of case studies enabling student involvement.

**Agenda and flow of the event:** Registration opened at 12:30, followed by welcome words from the organizer. The main programme comprised four thematic presentations, a coffee break, an applied demonstration, and a curriculum workshop, concluding with a tasting of Soupculture soups in edible cups. Complete agenda is attached at the end of the document.

## **Presentations:**

**KOCR Severovýchod Slovenska** – presentation of tourism activities in Prešov Region (Speaker: Mgr. Martin Janoško, Director). The talk introduced KOCR's role in coordinating regional tourism development in the Prešov Self-Governing Region, its statutory basis in the Act on the promotion of tourism, and examples of marketing, product development and infrastructure support. The presentation emphasized how cultural heritage and gastronomy are leveraged to extend the length of stay and diversify visitor flows in the region. It also outlined cooperation opportunities for schools and SMEs and highlighted KOCR's contact points for future student projects.



**Photo 1:** Presentation on Tourism activities and possibilities in the Prešov region



**Photo 2:** Presentation on Tourism activities and possibilities in the Prešov region

**Municipal Community Dubašnica d.o.o** – presentation of the Krk–Malinska tourism center, Croatia (Speaker: Tomislav Volarič - online). The session described Malinska–Dubašnica as a family-friendly destination on the island of Krk, with beaches, outdoor trails, and interpretation facilities such as the DUBoak Maritime Heritage Center. The speaker explained how local gastronomy and traditions are curated through the municipal and tourist board’s event calendar, and how agrobiodiversity-linked itineraries can connect producers, hospitality and visitors. The team expressed interest in future peer-learning with EUBA students focused on itinerary design and digital storytelling.



**Photo 3:** Presentation on Tourism activities and possibilities in Malinska-Krk with focus on traditional events

**Traditional Soup as a Zero Waste Street Food** (Speaker: Sergii Gavrylko). The demonstration presented Soupculture’s edible cup approach and daily fresh crème soups, highlighting vegetarian and vegan options and gluten-free practices. The concept

showcased the zero or bio-waste philosophy and the practical appeal of edible serving ware as a communication tool for sustainability. The tasting that followed provided an experiential anchor for the curriculum themes on zero-waste and responsible street-food operations.



**Photo 4:** Presentation From SoupCulture about transforming traditional soup recipes into a modern healthy fast-food alternative

**UNIQA** – Cooperation with entrepreneurs: insurance in tourism entrepreneurship (Speakers: Ing. Alena Rakarová, PaedDr. Ján Pastír). This slot briefly introduced risk management and insurance considerations for SMEs in tourism. The focus was kept light for the pilot; detailed case underwriting examples are proposed for a follow-up seminar rather than the core curriculum testing. In the evaluation phase, attendees suggested

retaining only a short orientation on insurance in the module 'business model and operations' and moving advanced content to optional reading.



**Photo 5:** Presentation from UNIQA about risks and challenges in tourism entrepreneurship

**Workshop: Creation of a curriculum on Slow Food tourism practices for educational purposes** (Moderator: Mgr. Martin Novysedlák, PhD., EUBA). The workshop validated the curriculum's learning outcomes (knowledge, competences, skills) and its structure. Participants assessed the feasibility of weekly seminar loads, alignment with ECTS, and the relevance of topics such as zero-waste philosophy, agrobiodiversity mapping, urban farming, and slow travel. The group worked in teams on a mini-assignment: draft a 3-day micro-itinerary for the Prešov region that integrates a local producer visit, a heritage food experience, and a sustainability action. Teams also mapped stakeholders for a future Memorandum of Agreement under the SReST 'Socially Responsible Slow Food Tourism Pact.'

Discussion topics captured for the closing workshop: How to translate agrobiodiversity into student field tasks and measurable outputs; what minimum viable data and sources are needed for destination-level case studies; how to design assessment rubrics for business plans versus tourist itineraries; how to involve vulnerable groups (e.g., young

chef assistants, immigrant community, unemployed youth) ethically and practically within coursework; and how to embed zero-waste operational audits for street-food and small hospitality venues.



**Photo 6:** Presenting chapters of the curriculum, briefing audience about the collaborative workshop

**Feedback highlights from attendees:** Strong support for practice-based learning. Participants requested more guided templates for stakeholder mapping and itinerary design, clearer guidance on data ethics and permissions when interviewing producers, and example rubrics. The tasting and live demo improved engagement and understanding of zero-waste concepts. The KOCR and Malinska presentations were considered valuable for cross-border perspective and for showing how regional organizations can mentor student projects.



*Photo 7: Collaborative workshop groups*

**Recommendations for curriculum improvements:** Participants feedback focused primarily on clarifying the structure, reinforcing the practical orientation of the course, and offering guidance for context-specific case studies. They emphasized that the curriculum should provide examples of suitable case study types, allowing lecturers to adapt materials to local and regional contexts. The group also highlighted the usefulness of the practical activities already included in the curriculum (note: participants worked with the pre-final version of the curriculum and their feedback has been included in the final version of the curriculum) and recommended that these be emphasized as core

components of the course. Feedback additionally pointed to the value of integrating regional examples from Slovakia and partner countries.

As an option of future additions (upon real-life testing of the curriculum) future additions, simple supportive tools such as sample interview prompts or observational checklists could be added but were not identified as essential outputs at this point.

Based on these insights informed the final curriculum version (V4) now incorporates clearer pedagogical guidance, enriched activity descriptions, and stronger links between theoretical content and practical applications.



**Photo 8:** Collaborative workshop groups - students

# 4. Pilot achievements and effects

The pilot "Creation and Testing of a Curriculum on Slow Food Tourism Practices for Educational Purposes" achieved significant progress in validating the curriculum structure and engaging stakeholders in its refinement. The event successfully connected academic objectives with practical insights from tourism organizations and SMEs, creating a foundation for experiential learning and cross-sector collaboration.

Educational and professional effects:

The curriculum was tested against ECTS standards and thematic relevance, confirming its suitability for integration into higher education programs. Participants provided constructive feedback on modules covering zero-waste philosophy, agrobiodiversity, and responsible travel. The pilot strengthened the link between theory and practice by incorporating real-world examples from KOČR Severovýchod Slovenska, Municipal Community Dubašnica, and Soupculture, which participants recommended as illustrative regional cases for future teaching.

Key achievements include:

- Validation of curriculum content and structure with emphasis on practical activities as core components.
- Identification of gaps and opportunities (e.g., clearer guidance for context-specific case studies; explicit encouragement to use regional examples from partner countries).
- Recognition that future optional supporting tools (e.g., interview prompts or checklists) may be developed in future individually by lecturers, based on experiences collected in real-life teaching situations.

The event also enhanced awareness of sustainable tourism practices among students and stakeholders, reinforcing the importance of cultural heritage and zero-waste principles, and directly informing improvements later reflected in the final curriculum version (V4).

# 5. Evaluation and Lessons Learned

Evaluation was based on participant feedback collected during moderated discussions and post-event questionnaires. Overall satisfaction was high, with attendees emphasizing the relevance of practical components and stakeholder involvement. The tasting session and live demonstration by Soupculture were highlighted as effective tools for illustrating zero-waste concepts.

Lessons learned: First, practice-based learning significantly improves engagement and comprehension. Second, stakeholders value clear guidance and structured templates for tasks such as itinerary design and data ethics. Third, cross-border examples enrich the curriculum and foster intercultural understanding.

The pilot confirmed that experiential learning combined with theoretical modules creates a strong foundation for skill development. However, additional resources such as case studies and digital mapping tools are necessary to fully operationalize the curriculum.

Questionnaire feedback summary:

Attendee composition (event register): 9 SMEs; 6 Students; 4 Teachers; 1 Regional Tourism Authority

## **Overall satisfaction and event structure**

Overall satisfaction (1–5 scale): average 4.4, median 5.0; 85% of respondents rated the event 4–5.

Agenda clarity: average 4.4, median 5.0; 80% rated 4–5.

Relevance of presentations to Slow Food tourism and the curriculum: average 4.3; 85% positive (4–5).

Theory–practice connection: average 4.3; 85% positive (4–5).

Contextual conclusion: The event met its purpose as a curriculum testbed. High satisfaction and clarity scores indicate that the format (presentations + discussion + tasting/demo) resonated and supported learning. The perceived relevance and strong theory–practice linkage validate the inclusion of KOČR Severovýchod Slovenska, Municipal Community Dubašnica, and Soupculture as representative regional/SME voices.

### **Curriculum structure and pedagogical orientation**

Structure and logic of the curriculum (V3): average 4.4, median 4.0; 85% positive (4–5).

Agreement that practical activities should be core components: consensus strong; aggregated agreement equivalent to  $\approx 4.6/5$  on an agreement scale (Strongly agree/Agree dominated total responses).

Agreement to encourage local/regional case study adaptation: consensus strong; aggregated agreement  $\approx 4.3/5$  (Strongly agree/Agree dominated).

Contextual conclusion: Participants validated the structure and strongly endorsed the curriculum's practice-oriented design. The clear preference is to use practical activities (e.g., zero-waste cooking demos, food origin mapping, itinerary planning) as required teaching elements, not merely optional inspiration. Respondents also prefer case study guidance and types, allowing instructors to tailor cases to regional contexts, rather than a fixed central library.

### **Learning outcomes, workshop effectiveness, and participant voice**

Understanding how to teach Slow Food principles (good/clean/fair) in practice:

Yes, clearly  $\approx 55\text{--}60\%$ ; Partially  $\approx 30\text{--}35\%$ ; Not really/Not at all = remainder.

Workshop (brainstorming) effectiveness:

Very effective/Effective  $\approx 80\text{--}85\%$ ; Neutral/Limited  $\approx 15\text{--}20\%$ .

Opportunity to contribute ideas:

Yes  $\approx 80\text{--}85\%$ ; Partially  $\approx 10\text{--}15\%$ ; No  $\approx 5\%$ .

Perceived contribution to improving the curriculum:

Yes  $\approx 60\text{--}65\%$ ; Partially  $\approx 15\text{--}20\%$ ; No/Not sure = remainder.

Contextual conclusion: The brainstorming format worked—most participants felt they could contribute and saw the session as effective. A majority recognized that their attendance contributed to improving the curriculum. For a next iteration, you can increase the share of participants reporting “Yes, clearly” on teaching Slow Food principles by making practical activities and local examples even more explicit and mandatory in teaching weeks.

### **Key qualitative insights**

Practice as the backbone: Participants consistently asked to emphasize hands-on activities in each weekly theme. This supports a curriculum design where additional experiential tasks (producer engagement, zero-waste audits, itinerary prototypes) could be created in the next iterations and based on experiences from courses.

Context-specific case studies over a pre-built library: Respondents see clear value in case studies but prefer indicative case study types plus lecturer discretion for local adaptation. This choice fits the Danube-region diversity.

Regional exemplars anchor theory to practice: Cross-border examples—e.g., KOGR (regional product/marketing/infrastructure), Malinska-Dubašnica (destination identity and events), and Soupulture (zero-waste edible cup concept)—were seen as effective anchors that give students a realistic picture of slow food tourism in practice.

### **Implications for the final curriculum (V4)**

Practical activities: Position selected activities as core components in weekly plans.

Case studies: Provide guidance on case study types (local producers; regional gastronomic traditions; pilot action examples; sustainable tourism initiatives), while explicitly stating that final selection is at the lecturer’s discretion due to regional specifics.

Regional examples: Encourage instructors to include Slovak and partner-region cases presented in the pilot, ensuring the Danube perspective remains visible.

Optional tools: If instructors wish, they can later develop simple prompts (interview questions; observational checklists) tailored to their local context. These are not required outputs and remain voluntary.

# 6. Sustainability and recommendations for the future

**Sustainability of results:** The validated curriculum provides a replicable model for integrating slow food tourism principles into higher education. Its adaptability allows for implementation across partner regions, supported by templates and guidelines developed during the pilot. The approach aligns with the SReST project's objectives and can be scaled through the Learning and Innovation Ecosystem.

**Recommendations:** Develop a comprehensive library of case studies to enable student involvement in real-world projects; formalize partnerships with regional tourism organizations and SMEs for ongoing experiential learning; integrate digital tools for itinerary publishing and agrobiodiversity mapping; and include micro-modules on risk management and accessibility. Strengthen feedback mechanisms and ensure communication outputs are published on partner platforms. Finally, advance the Socially Responsible Slow Food Tourism Pact by organizing a stakeholder roundtable for signature collection.

By implementing these recommendations, the curriculum will not only serve as an academic resource but also as a catalyst for sustainable tourism development and social inclusion in the Danube region.

# 7. Conclusion and summary of results

The pilot action “Creation and Testing of a Curriculum on Slow Food Tourism Practices for Educational Purposes” successfully achieved its objectives and provided clear evidence that an experiential, practice-oriented approach is both relevant and effective for teaching sustainable and socially responsible slow food tourism. By integrating theoretical content with hands-on activities, stakeholder engagement, and cross-border examples, the pilot demonstrated that students can meaningfully connect Slow Food principles with real-life tourism contexts in the Danube region.

Held on 17 September 2025, the pilot brought together students, educators, SMEs, regional tourism organizations, and international stakeholders to test the curriculum’s structure, thematic units, and learning outcomes. Through presentations, live demonstrations, and an intensive workshop, the event validated the curriculum’s alignment with ECTS standards, its pedagogical logic, and the feasibility of its weekly seminar structure. The strong emphasis on agrobiodiversity, zero-waste philosophy, cultural heritage, and responsible travel proved highly relevant to both students and professional participants.

Key outcomes of the pilot include:

- Full validation of the curriculum structure and confirmation that practical activities should serve as core components in each thematic unit.
- Strong support for integrating regional examples from Slovakia and partner countries as anchors that translate theory into practice.
- Identification of the need for clearer guidance on case study types while preserving lecturer flexibility for region-specific adaptation.
- Recognition that optional supportive tools (e.g., interview prompts, checklists) may be added later based on real teaching experiences.

- Positive evaluation results showing high satisfaction with event structure, relevance, clarity, and the blend of presentations and experiential elements.

The pilot had meaningful educational and professional effects: it strengthened the link between academia and the tourism sector, enhanced student understanding of sustainability and zero-waste concepts, and introduced stakeholders to the potential of slow food tourism as a driver of regional identity and responsible development. The involvement of organizations such as KOČR Severovýchod Slovenska, Municipal Community Dubašnica, and Soupulture enriched the curriculum with authentic insights into contemporary tourism practices and innovative business models.

Feedback collected through questionnaires and discussions highlighted several lessons learned. Participants emphasized that structured templates, ethical guidelines, and clearer teaching tools would further support student assignments, particularly those involving producers or vulnerable groups. They also confirmed that practice-based learning—such as itinerary creation, stakeholder mapping, and zero-waste demonstrations—significantly improves student engagement and comprehension.

Overall, the pilot action fulfilled its purpose as a robust testbed for refining the curriculum and ensuring its usability in higher education. The resulting final curriculum version (V4) incorporates improved pedagogical guidance, better-defined activities, and stronger links between theoretical principles and practical implementation. These enhancements ensure that the curriculum is well-positioned for replication across educational institutions in the Danube region.

The pilot demonstrated that education in slow food tourism can contribute to more sustainable, culturally grounded, and socially responsible tourism development. By empowering students with concrete skills, real-world insights, and an understanding of agrobiodiversity and zero-waste practices, the curriculum supports the broader SReST vision of fostering inclusive and resilient tourism ecosystems. Moving forward, the foundations laid during this pilot will support long-term cooperation among academic institutions, regional tourism stakeholders, and SMEs, ensuring that the principles of Slow Food continue to inspire future generations of tourism professionals.

# 8. Attachments

## 8.1 Attachment 1: Feedback form template

13. 1. 2026 19:05

SReST Project Pilot Action Feedback Form

### SReST Project Pilot Action Feedback Form

Thank you for participating in the pilot event "Creation and Testing of a Curriculum on Slow Food Tourism Practices for Educational Purposes." on 17/9/2025 in Prešov.

Your feedback will help improve the final version of the curriculum and future pilot activities within the SReST project. All answers are anonymous.

The event was a part of the SReST - *Socially Responsible Slow Food Tourism in The Danube Region*, project that is part of the Interreg DANUBE programme.

\* Označuje povinnú otázku

1. How clear and well-structured was the event agenda? \*

Označte iba jednu elipsu.

1 2 3 4 5

Very      Very clear

2. How relevant were the presentations to Slow Food tourism and the curriculum? \*

Označte iba jednu elipsu.

1 2 3 4 5

Not      Very relevant

3. How well did the event connect theoretical content to real-life examples? \*

Označte iba jednu elipsu.

1 2 3 4 5

Not      Very relevant

<https://docs.google.com/forms/d/1OnnGT8nM0wv764C77LP0aGvhMkXOWJta9lI0Mr6dJg/edit>

1/5

13. 1. 2026 19:05

SReST Project Pilot Action Feedback Form

4. How understandable and logical was the structure of the curriculum? \*

Označte iba jednu elipsu.

1 2 3 4 5

Not      Very logical

5. The curriculum should emphasize practical activities as core components of the course. \*

Označte iba jednu elipsu.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6. The curriculum should encourage lecturers to adapt case studies to local/regional contexts. \*

Označte iba jednu elipsu.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

<https://docs.google.com/forms/d/1OnnGT8nM0wv764C77LPOaGvhMkXOwJta9II0Mr6dJg/edit>

2/5

13. 1. 2026 19:05

SReST Project Pilot Action Feedback Form

7. Did the event help you understand how Slow Food principles can be taught in practice? \*

*Označte iba jednu elipsu.*

- Yes, clearly
- Partially
- Not really
- Not at all

8. How effective was the group brainstorming session? \*

*Označte iba jednu elipsu.*

- Very effective
- Effective
- Neutral
- Limited
- Not effective

9. Did you feel you had enough opportunity to contribute ideas? \*

*Označte iba jednu elipsu.*

- Yes
- No

10. Do you believe that your attendance and the whole event contributed to improving the curriculum? \*

*Označte iba jednu elipsu.*

- Yes
- No
- Not sure

<https://docs.google.com/forms/d/1OnnGT8nM0wv764C77LP0aGvhMtkXOwJta9II0Mr6dJg/edit>

3/5

13. 1. 2026 19:05

SReST Project Pilot Action Feedback Form

11. Overall, how satisfied were you with the pilot event? \*

Označte iba jednu elipsu.

1 2 3 4 5

Very      Very satisfied

12. Any additional comments or suggestions?

---

Tento obsah nie je vytvorený ani schválený spoločnosťou Google.

Google Formuláre

<https://docs.google.com/forms/d/1OnnGT8nM0wv764C77LPOaGvhMtkXOwJta9II0Mr6dJg/edit>

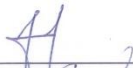





4/5

## 8.2 Attachment 2: Attendance lists from the Pilot

### Pilot 2: Curriculum on Slow Food Tourism Practices for Educational Purposes

Prešov, 17<sup>th</sup> September 2025

#### Attendance list

Surname	Name	Contact (e-mail / phone)	Institution	Signature
PASTIR	JAN	0905 696 287 jan.pastir@uniqua.sk	UNIQA	
ZAKAROVÁ	ALENA	0907701411 alena.zakarova@uniqua.sk	UNIQA	
MIHAL	MAROS	0340 285 353 maros-mihal.p@damiku.sk	UNIPO	
LANGOS	IBER	0903 592 009 iberlangos@gmail.com	SIMAP GROUP, s.r.o.	
STOLARIK	RASTISLAV	0905 224 236 STOLARIK@VADIMSK	VADIM - REAL, s.r.o.	
DORČIKOVÁ	INGRID	0903 840 168 ingrid@dorcak.com	EZO-SK S.R.O.	

KORZOVÁ	MIRIAM	0948 504 820 miriamkorzova@gmail.com	SPOLNÁ ŠKOLA PEČOV	
HADJDOVÁ	ZUZANA	0911 404 445 zuzana.hajduova@euba.sk	EUBA	
BOJATSKÝ	Alexander	0949 645 900 ALEX.BOJATSKY19@gmail.com	CARPE DIEM, s.r.o.	
FOGAS	Anton	0911 131 774 anton.fogas@gmail.com	PRÍROVNÝ LHÁ UNIVERZITA	
ČAVRYLUO	Sergii	0948 647 3752 sergii.chavryluo@gmail.com	ART OVES, s.r.o.	
BARAN	Natalia	nataliabaran@gmail.com 0349151322	ART OVES, s.r.o.	
RELAR	Miroslav	mirpetl@gmail.com 0905 627023	PEKÁR, s.r.o.	
DORČIČ	SILVIA	rodrysimon@gmail.com	GK2	
DORČIČ	Alex	alex.dorcy03@gmail.com	GK2	
DITRIČ	Conrad	dichter.conrad.1973@gmail.com	HOTELOVÁ AKADÉMIA PEČOV	
TITLER	Benedikt	benedikt@gmail.com	SPOLNÁ ŠKOLA PEČOV	
KORZ	Alexander	korzalexander@gmail.com	GK2	

KACAFIOVÁ	ALENA	0905 614 175 alena.kacafiova@gmail.com	HOTELOVÁ AKADÉMIA PEČOV	
JANOSKO	MARTIN	0917 208 700 viadiketa@secevoj.sk	KOOR SVS	

**Interreg  
Danube Region**



Co-funded by  
the European Union



# Curriculum on Slow Food Tourism Practices for Educational Purposes

D2.2.3

# Content

<b>Introduction</b>	<b>2</b>
<b>1 General information</b>	<b>5</b>
1.1 Organizational requirements	5
1.2 Teaching results of the course	6
1.3 Brief content structure of the course	7
<b>2 Detailed structure and used educational methods</b>	<b>8</b>
2.1 Slow Food and healthy lifestyle: From local food to wellness	9
2.2 Zero Waste philosophy in Slow Food	10
2.3 Food of Future: Slow Food vs. the rapid globalization of food	11
2.4 The Art of Slow Cooking: A Return to Traditional Techniques	13
2.5 Sustainable production techniques in Slow Food philosophy	15
2.6 Slow Drinks: Traditional drinks for the modern generation	17
2.7 Slow Food and travel: How to be a responsible tourist	19
2.8 Urban Farming and urban Slow Food initiatives	21
2.9 Slow Fashion and its connection with the Slow Food philosophy	23
2.10 Local gastronomic heritage through the eyes of young people	25
2.11 Slow Food as a path to community building and social connection	26
2.12 Modern technologies and digital tools in the Slow Food movement	29
2.13 Slow Food activism and advocacy: Become an ambassador for sustainability	31
<b>3 Recommended study literature and other electronic resources</b>	<b>34</b>
<b>Conclusion</b>	<b>37</b>

# Introduction

The presented curriculum was created as a response to the growing importance of the Slow Food movement in the context of partial results of the SReST project, sustainable development, tourism, gastronomy and social changes that shape the values and expectations of the young generation. It is based on the belief that food is not just a commodity, but a cultural, social and environmental phenomenon that has a major impact on the quality of life, human health, the state of the country and the cohesion of communities.

The aim of this curriculum is to provide students with a comprehensive understanding of the Slow Food philosophy, based on the principles of "good, clean and fair", and to show its practical application in the areas of food production, services, tourism, community development, digital technologies and civic activism. Special attention is paid to the connection of traditional knowledge with modern approaches, such as agroecology, regenerative agriculture, zero waste concepts or digital tools supporting transparency and local food systems.

The proposed thematic blocks reflect not only global challenges – climate change, food security, biodiversity loss and social inequalities – but also the value orientations of the current young generation: emphasis on authenticity, meaningfulness, ethics, community and active participation in social change. The curriculum is designed in an interdisciplinary and interactive way, with an emphasis on critical thinking, practical examples, discussion and involvement of students in real situations.

The document thus creates a methodological and content framework for education that prepares students not only for professional practice in the field of Slow Food tourism and sustainable gastronomy, but also for the role of informed consumers, innovators and ambassadors of sustainability in a broader social context.

## Definition of deliverable for the Activity 2.2

- **D.2.2.3 Curriculum on Slow Food Tourism Practices for Educational Purposes**  
(Curriculum on Slow Food Tourism Practices for Educational Purposes will be prepared and tested by the University of Bratislava, Faculty of Business Management together with PP4 and PP5. It will address relevant topics for effective up-take of slow food tourism theory and practice.)

# 1 General information

The educational course "GOOD PRACTICES OF SLOW FOOD TOURISM FROM DANUBE REGION" is designed in accordance with the requirements for seminars organized at the college/university, applying the approach required by the ECTS (European Credit Transfer and Accumulation System; <https://ehea.info/page-ects>). By modifying some organizational requirements, this course can be rebuilt into a form suitable for secondary schools with a focus on tourism.

## 1.1 Organizational requirements

### Type, load and method of teaching activities

- Form of course (full-time/part-time): full-time
- Recommended load of course (number of lessons/seminars): 0/2 hours per week (it means 2 x 45 minutes); per course: 26 hours (if the semester has 13 weeks)
- Method of study (present, distance, combined): combined (using of online platforms to connect lecturers from abroad or distant destinations in the home country)
- Number of ECTS-credits: 3

### Requirements to complete the course

- 30 % semestral homework, 70 % presentation and colloquium

### Student's workload (it means 1 ECTS-credit are 26 hours)

- 78 hours = participation on seminars 26 hours, preparation for seminars and presentations 26 hours, preparation on semestral colloquium 26 hours

## 1.2 Teaching results of the course

### Knowledge:

- Students will learn about the Slow Food philosophy, which promotes the protection of local culinary traditions, biodiversity and sustainability. They will understand how this concept influences tourism, for example through culinary tourism, agro-tourism and experiential travel.
- Students will learn how Slow Food tourism contributes to the development of local communities by supporting small farmers, artisans and traditional food producers.
- The course highlights the environmental benefits of Slow Food tourism, including promoting organic farming, reducing carbon footprint and eliminating food waste.
- Students will be introduced to the importance of preserving cultural and culinary traditions as part of Slow Food tourism. They will learn to identify regional specialities, typical practices and heritage associated with food.
- Students will learn how to use the Slow Food concept to create authentic tourism products such as workshops, tastings, farmers' markets or food festivals.

### Competences:

- Students will gain the competence to analyze Slow Food destinations and evaluate them in terms of environmental, economic and social benefits.
- Students will learn to design authentic tourism products and experiences that combine Slow Food philosophy with experiential tourism.
- Students will develop the ability to work with local producers, farmers and service providers to develop Slow Food tourism while respecting local traditions.
- Students will learn to create marketing strategies for Slow Food destinations and products, with an emphasis on their authenticity, cultural value and sustainability.
- Students will develop the ability to combine knowledge from gastronomy, culture, ecology and economics to address challenges in Slow Food tourism.

### Skills:

- Students will learn how to gather information about Slow Food products and services, analyze statistical data and evaluate their contribution to sustainable tourism.
- Students will learn effective communication techniques needed to work with local farmers, artisans and service providers.
- Students will gain the ability to design Slow Food travel itineraries and itineraries that include local food tastings, farm visits or culinary workshops.
- Students will learn to design business plans and strategies that support the Slow Food philosophy and consider ecological, economic and cultural aspects.
- Students will develop the ability to identify problems such as conflicts between economic goals and ecological needs and to address them effectively.

## 1.3 Brief content structure of the course

- 1<sup>st</sup> week: Slow Food and healthy lifestyle: From local food to wellness.
- 2<sup>nd</sup> week: Zero Waste philosophy in Slow Food.
- 3<sup>rd</sup> week: Food of Future: Slow Food vs. the rapid globalization of food.
- 4<sup>th</sup> week: The Art of Slow Cooking: A Return to Traditional Techniques.
- 5<sup>th</sup> week: Sustainable production techniques in Slow Food philosophy.
- 6<sup>th</sup> week: Slow Drinks: Traditional drinks for the modern generation.
- 7<sup>th</sup> week: Slow Food and travel: How to be a responsible tourist.
- 8<sup>th</sup> week: Urban Farming and urban Slow Food initiatives.
- 9<sup>th</sup> week: Slow Fashion and its connection with the Slow Food philosophy.
- 10<sup>th</sup> week: Local gastronomic heritage through the eyes of young people.
- 11<sup>th</sup> week: Slow Food as a path to community building and social connection.
- 12<sup>th</sup> week: Modern technologies and digital tools in the Slow Food movement.
- 13<sup>th</sup> week: Slow Food activism and advocacy: Become an ambassador for sustainability.

# 2 Detailed structure and used educational methods

The main aim of this chapter is to describe in detail the individual thematic blocks and to supplement them with the use of selected educational methods and tools. An active form of involving students in explaining problems and looking for possible solutions is assumed. Case studies, outputs of the SReST project (examples of good practice, experience from the implementation of pilot actions of the project consortium, as well as the involvement of representatives of economic practice from the domestic and abroad) will be used. For some activities, examples from Slovakia are given, these may be replaced in other countries by specific products/services, typical for the given region. At the same time, it should be noted that some presentations and events may be repetitive, which is related to the nature of their content or message for students.

## 2.1 Slow Food and healthy lifestyle: From local food to wellness

This theme focuses on linking the Slow Food philosophy with the concept of healthy living, which includes quality nutrition, support for local producers and wellness activities. It emphasises the importance of slow eating, conscious food choices and their positive impact on physical and mental health. The aim is to show how the Slow Food philosophy can help young people adopt healthy and sustainable eating habits.

- Local food and its health benefits – explain why local food is more nutritious (freshness, seasonality). Minimising chemical additives and preservatives.

- Slow Food and Eating Habits – the importance of eating slowly and consciously enjoying food. The psychological and physical benefits of slow eating, such as better digestion and stress reduction.  
Practical demonstrations: workshop "Mindful eating" – practice slow eating with a local dish. Tasting of healthy dishes with a guide who explains their origin and nutritional value.
- Connecting Food to Wellness – the importance of a healthy diet for energy, balance and disease prevention. Integrating Slow Food with activities such as yoga, meditation or outdoor activities.  
Example: "Farm-to-table wellness retreat" – a farm stay with healthy cooking workshops and physical activities.
- Traditional recipes in a modern healthy context – reinterpretation of traditional dishes (e.g. Slovak sheep cheese dumplings with low-fat sheep cheese and wholegrain gnocchi).

#### **Possible examples of presentations and activities:**

- Interactive workshop – "Create your own Slow Food menu". Participants will choose local ingredients and create a healthy meal.
- Case studies:
  - Profile of a farm that offers organic vegetables and promotes healthy eating.
  - A local bakery using whole wheat flours and traditional recipes.
- Tasting and discussion – tasting of traditional products (homemade honey, sheep cheese, sauerkraut) and discussion about their health benefits.
- Demonstration of fermentation – a workshop for making homemade yogurt, kefir or kimchi.
- Stay in nature – organization of "Slow Picnic" in nature – serving simple and healthy dishes made from Slow Food ingredients associated with relaxation activities (e.g. meditation or walking).
- Inspirational lectures – invite a nutritionist or wellness coach to explain the health and wellness benefits of Slow Food.

## **2.2 Zero Waste philosophy in Slow Food**

This theme focuses on connecting the Zero Waste philosophy with the values of Slow Food. The aim is to present ways to minimize food waste and promote environmentally sustainable eating. At the same time, the importance of conscious behaviour when shopping, storing and processing food is emphasized. The theme appeals to the younger generation with practical examples and tools that they can apply in their daily lives.

- The importance of Zero Waste in the Slow Food philosophy – linking Zero Waste principles with the goals of Slow Food (good, clean and fair food). The consequences of food waste

on ecological, economic and social aspects. Facts and statistics on food waste (e.g. the amount of food thrown away in households and restaurants).

- Causes and solutions to food waste – excessive shopping. Improper food storage. Aesthetic standards (throwing away “ugly” fruits and vegetables).
- Zero Waste Cooking – the philosophy of “using everything” when preparing food. Recipes and techniques for processing leftover food that is normally thrown away.

#### **Possible examples of presentations and activities:**

- Workshop: "Cooking without waste". Participants will learn how to prepare a meal from leftovers (e.g. soup from vegetable scraps, dessert from stale bread). Demonstrations of proper storage of fruits and vegetables to extend their shelf life.
- Tasting of "saved food". Tasting dishes prepared from foods that would normally be thrown away. Discussion of creative ways to use them.
- Practical demonstrations – preparation of smoothies from overripe fruit or "ugly" fruit. Making homemade spices from dried citrus peels or herb stalks.
- Interactive exhibition: "The life cycle of a food". Visualization of how food goes from farm to table and what happens if it is wasted.
- A visit to a Zero Waste restaurant or farmer's market. A demonstration of the functioning of companies that successfully minimize food waste.
- Case studies:
  - "Oddbox" – a British initiative to save ugly fruits and vegetables.
  - Zero Waste restaurant "Silo" in London.
- Discussion – inviting a local farmer or activist to talk about the challenges and solutions in reducing waste.

## **2.3 Food of Future: Slow Food vs. the rapid globalization of food**

This theme explores the contrast between the Slow Food philosophy, which promotes local, traditional and sustainable approaches to food, and the process of globalization of the food industry, which is characterized by mass production, uniformity and rapid distribution of food to the global market. The theme focuses on the consequences of these two approaches for food culture, the environment and health. The aim is to highlight the challenges and opportunities that come with globalization, and the role that Slow Food can play in safeguarding local food traditions.

- Definition and characteristics of Slow Food and food globalization – Slow Food: Local food, seasonality, support for farmers, cultural authenticity. Food globalization: Mass production, homogenization of tastes, distribution on the global market.

- Cultural consequences of food globalization – loss of local traditions and recipes due to pressure from international corporations. Replacement of seasonal and local foods with year-round, cheap products (e.g. imported tomatoes in winter).
- Ecological consequences – food globalization (Increasing carbon footprint due to long-distance food transport. Monocultures that destroy biodiversity. Plastic food packaging and its environmental impact.)
- Health consequences – globalization = Increased consumption of highly processed foods high in sugar, fat and salt. Epidemic of obesity and diseases of civilization (diabetes, heart disease).
- Economic consequences – globalization = Disadvantage of small farmers and local producers. Pressures to reduce prices, leading to lower quality food.

#### **Possible examples of presentations and activities:**

- Comparative analysis: "Fast Food vs. Slow Food" – Tasting of two types of food: mass-produced fast food and a traditional dish made from local ingredients. Discussion of taste, nutritional value and environmental impact.
- Case Studies:
  - Production of local Slovak specialties, e.g. "parenice or oštiepka" (smoked cheese), versus global cheese production.
  - The impact of fast-food chains on Slovak cities and their gastronomy.
- Panel discussion – an invitation to farmers, Slow Food experts and representatives of food corporations to discuss the future of food.
- Workshop: "Identifying local food treasures". Participants will identify traditional dishes and ingredients from their region that may be threatened by globalization. Suggestion of ways to protect them.
- Documentary film – screening of a film about the globalization of food, e.g. Food, Inc. or The Biggest Little Farm. Discussion of how Slow Food offers an alternative.
- Interactive exhibition: "The Life of Food". Visualization of the food chain from farm to table with a global and local approach. Presentation of CO2 emissions when transporting food from different parts of the world.
- Game: "The shopping cart of the future". Participants put together a shopping cart – they have to consider the impact of food on health, ecology and the local economy.

## **2.4 The Art of Slow Cooking: A Return to Traditional Techniques**

This theme focuses on the revival and celebration of traditional cooking techniques that are associated with the philosophy of "Slow Food". Slow cooking is based on time-consuming but

careful processes that respect the ingredients, their origin and flavours. The theme emphasizes that a return to these techniques brings not only richer taste experiences, but also a deeper connection to cultural heritage, healthier lifestyles and environmentally sustainable practices.

- Definition and meaning of slow cooking – preparing meals with an emphasis on the quality of ingredients, long cooking, patience and respect for traditions.
- Traditional slow cooking techniques – fermentation, stewing and baking at low temperatures, smoking, pickling and preserving.
- Health and ecological benefits. Cultural dimension – the transmission of family recipes from generation to generation. Stories behind traditional dishes that reflect the history and identity of regions.

#### **Possible examples of presentations and activities:**

- Workshop: "The Art of Sourdough". Teach participants to prepare traditional dishes such as steamed buns, homemade bread or sourdough cakes. Discussion of how to properly work with yeast dough (time, temperature, fermentation).
- Cooking demonstration: "Slow roasting meat". A demonstration of the preparation of slow-roasted pork with a Slovak side dish, e.g. potato pancakes or dumplings. Discussion of the right ingredients and methods (choosing quality meat, herbs and marinades).
- Tasting of traditional fermented products – tasting different types of sauerkraut, kombucha or homemade pickles. Explanation of the health benefits of fermentation (probiotics, digestion).
- Case Studies: "Renewed Traditions"
  - Presentation of stories of farmers or restaurants that have brought back traditional techniques (e.g. production of sheep cheese, slow-smoked oštiepok).
  - A discussion about trends in modern gastronomy that draw on history.
- Interactive exhibition: "The Way of Bread". The process from grinding grain to baking homemade bread in the oven. The opportunity to try shaping your own loaf and baking it.
- Lecture: "Technologies for slow cooking". Like slow cookers, sous-vide technology, or home smokehouses make it easy to return to traditional techniques. A practical demonstration of food preparation using these methods.
- Traditional regional dishes: Return to the original recipes – preparation of traditional regional dishes, such as strapačky with sauerkraut, pierogi stuffed with potatoes and sheep cheese. Comparison of different regional variants of these dishes.
- Competition: "Best Traditional Food". Participants will bring their own recipes or prepare them on the spot. An expert jury evaluates taste, presentation and respect for traditional techniques.

## **2.5 Sustainable production techniques in Slow Food philosophy**

This theme explores sustainable production techniques aligned with the Slow Food philosophy, focusing on environmentally friendly and ethical approaches like agroecological, organic, biodynamic, and regenerative farming.

- The philosophy of "clean production" or "sustainable production" at Slow Food – producing food in a way that does not harm the environment, human health or animals. Transparent, sustainable and based on natural cycles production process.
- Agroecology – integration of ecological principles into agriculture: diversity, soil restoration, natural plant protection. Agroforestry – growing crops in combination with planting trees and shrubs.
- Organic farming – avoiding the use of synthetic fertilisers and pesticides. Organic farms focus on restoring soil fertility and ecosystem health.
- Biodynamic agriculture – based on a holistic approach (Rudolf Steiner): the farm as a living organism. Use of natural preparations, respect for lunar cycles.
- Regenerative agriculture: improving soil health, restoring biodiversity and capturing carbon in soils. Minimization of plowing, cultivation of cover crops, rotation of grazing.

#### **Possible examples of presentations and activities:**

- Agroecology in practice: Farm as a living ecosystem – basic principles of agroecology (diversity, nutrient cycle, local resources). The difference between conventional and agroecological farming. Connection with the principles of Slow Food "clean & fair".
  - A small vegetable farm taking advantage of crop rotation and natural pest predators.
  - Agroforestry (fruit trees + vegetables / grazing).
- Organic vs. Biodynamic: Myths, Facts and Reality – Comparison of Certifications (Organic, Bio, Biodynamic). Ethical and environmental aspects, consumer perception.
  - A biodynamic winery producing natural wines.
  - Organic dairy with a closed production cycle.
- Regenerative agriculture: From damage to repair – soil degradation as a global problem. Regenerative techniques (no-till, cover crops, rotational grazing). Link to climate change. Examples: a farm that has restored soil fertility without synthetic inputs. Cattle breeding as a tool for landscape renewal (e.g. Devínska Kobyla near Bratislava).
- Ethical animal farming: Welfare as quality – the difference between industrial and ethical farming. Impact on food quality. Consumer responsibility.
  - Free-range poultry farming with local processing.
  - Sheep breeding and traditional dairy production.
- Examples of interactive activities for students
  - Case study analysis – students receive a description of the farm or producer. Task: to identify which principles of Slow Food and sustainable production are fulfilled and where the risks are

- Simulation game: "Design your Slow Food farm" – teams will design a sustainable farm model. They must consider soil, water, biodiversity, the economy and the community.
- Food origin mapping – students trace the origin of the selected product (e.g. bread, cheese, vegetables). Comparison of conventional vs. Slow Food product – supply chain mapping and ecological footprint discussion.
- "Can sustainable food feed the world?" – a guided discussion in two groups. Arguments for and against sustainable production techniques. The goal is to develop critical thinking, to understand the complexity of the problem.

## 2.6 Slow Drinks: Traditional drinks for the modern generation

This theme focuses on the concept of "Slow Drinks" as part of the Slow Food philosophy. It highlights the value of traditional beverages that have cultural, historical and environmental significance, while trying to address the needs and desires of the modern generation. The content focuses on local and seasonal ingredients, sustainable beverage production and creative ways to revive traditional recipes for today's consumer.

- Definition of "Slow Drinks" and their meaning – Drinks that are produced slowly, traditionally and sustainably. Focus on quality, authenticity and origin of ingredients.
- Traditional drinks as cultural heritage.
- Slow Drinks in the context of the modern generation – Expectations of young people: authenticity, sustainability, new taste experiences. Connecting traditional drinks with a modern lifestyle, such as healthy and natural alternatives to carbonated drinks.
- Slow Food Coffee Coalition – open network uniting all participants involved in the coffee supply chain, from farmers to consumers, who think and act collaboratively towards the common goal of Good, Clean, and Fair coffee for all.
- Locality and seasonality in drinks, innovations in Slow Drinks – Modern approaches to fermentation (kombucha, fermented fruit drinks). Craft breweries, natural wines and their growing popularity.

### Possible examples of presentations and activities:

- Tasting of traditional drinks – homemade syrups (elderberry syrup, raspberry syrup). Regional craft beers, cider from local apples, natural wines without chemical treatments.
- Workshop: "Create your own Slow Drink" – making homemade lemonade from local and seasonal ingredients (e.g. lemon balm or elderberry lemonade). Preparation of herbal teas from self-collected herbs.

- Demonstration of craft production – presentation of the production of fruit juices or cider from local ingredients. Traditional fermentation: how to make kombucha, homemade kvass or fermented lemonades.
- Lecture on natural wines – the importance of natural wines without chemical additives. Presentation of wineries that focus on biodynamic vine cultivation.
- Case Studies:
  - Regional businesses that promote Slow Drinks, such as small craft breweries, wineries, or liquor factories.
  - Success stories about the production of local syrups or lemonades that have established themselves on the market.
- Interactive discussion: "Traditional vs. modern drinks" – how to preserve traditional flavors and recipes while innovating. Young people's interest in natural and authentic drinks.
- Presentation of organic brands – drinks with sustainability and fair-trade certificates. Waste minimization initiatives in the beverage industry.
- Examples of traditional drinks that could be presented:
- Herbal teas and tinctures – homemade teas made from mint, linden, elderberry, or lemon balm. Natural tinctures from Slovak herbs, e.g. lemon balm or sage liqueur.
- Fermented drinks – kombucha flavored with local fruits (e.g. currants or blackberries). Fermented raspberry or ginger lemonade.
- Traditional regional spirits – quality plum brandy, borovička, or apple brandy from regional orchards.
- Seasonal lemonades and syrups – elderberry lemonade or sea buckthorn syrup. Pear or raspberry syrup for homemade drink preparation.
- Natural wines and cider – wine without chemical preservatives from regional wineries. Craft ciders from locally grown apples.
- Slow Food Coffee – create connections and improve the relationship between producers and consumers, empowering farmers by increasing their visibility and promoting the identity and the knowledge of coffee.

## 2.7 Slow Food and travel: How to be a responsible tourist

The theme explores the connection between the Slow Food philosophy and sustainable and responsible travel. The aim is to show how travelers can actively contribute to the preservation of local culture, traditions and the environment through the selection of authentic culinary experiences. It highlights the principles of slow travel that support local communities, minimize environmental impact and enhance the tourist experience.

- The basics of responsible travel in Slow Food.

- Local food as part of cultural heritage - The role of traditional cuisine in preserving regional identities. Promoting artisan producers and authentic gastronomic experiences.
- Slow Food vs. mass tourism - the difference between commercial experiences and authentic local offers. The negative impacts of mass tourism on cultural heritage and the environment.
- Slow Food Itinerary - The importance of visiting family farms, small restaurants and local festivals. How to contribute to the preservation of traditions through travel.

#### **Possible examples of presentations and activities:**

- Workshops: "Planning a Slow Food Holiday" – a design of a route focused on traditional cuisine and local producers. Use available Slow Food maps and apps to discover authentic places.
- An example of destinations that practice the Slow Food philosophy: case studies from regions (e.g. the Little Carpathian Wine Route, Orava with traditional cheeses). International destinations, such as Piedmont in Italy (where Slow Food originated) or farming areas in France.
- Practical tasting of Slow Food dishes in various destinations – presentation of regional specialties (sheep cheese dumplings, lokše, cabbage soup). A demonstration of how a traveler can enjoy local cuisine while supporting the community.
- Discussion: How can we be responsible tourists? Tips for sustainable travel behavior (choosing eco-restaurants, promoting seasonal meals). Sharing participants' experiences about Slow Food destinations.
- Presentation of Slow Food certificates and networks – brands and certifications that guarantee authenticity and sustainability. Slow Food Travel: destinations and businesses involved in the global Slow Food network.
- Local Slow Food experiences – visiting farmyards, such as cheese farms or wine cellars.
- Regional food festivals.
- Authentic Slow Food Destinations Abroad – Piedmont (Italy): tasting of white truffles, wines from Barolo and traditional Castelmagno cheese. France: artisanal pastries in Brittany, goat cheese from Provence.
- Practical tips – how to find Slow Food restaurants and farms through apps and recommendations. Visiting local markets and choosing ingredients for your own cooking.
- Interactive activities – joint planning of a Slow Food holiday in the region according to the interests of students. Tasting of Slow Food products from various destinations, complemented by stories of their producers.

## **2.8 Urban Farming and urban Slow Food initiatives**

The topic deals with the concept of urban agriculture and its connection to the Slow Food philosophy. It highlights how growing food in urban environments can contribute to sustainability, reducing the carbon footprint and supporting local communities. The discussion focuses on the challenges and opportunities associated with urban farming, as well as innovations that raise awareness of healthy eating and local produce.

- What is urban farming and the link to a Slow Food philosophy.
- Benefits of urban farming - Reduced carbon footprint (food does not travel long transport routes). Promoting biodiversity and improving air quality in cities. Creating places for social interaction and education.
- Challenges of urban farming - Lack of space and legislative constraints. Financial and technological constraints. Ensuring food quality and safety.

### **Possible examples of presentations and activities:**

- Successful urban Slow Food projects:
  - BOKU Wien Urban Gardening Project (Vienna, Austria): A community garden established by students and locals to promote local cultivation.
  - Brooklyn Grange (New York, USA): One of the largest rooftop farms in the world, producing fresh food for local restaurants and markets.
  - Slow Food Community Garden (Rome, Italy): An urban garden organized by the Slow Food movement to educate about sustainability and traditional cultivation.
- Examples from Slovakia:
  - Krasňany Community Garden (Bratislava): A place for the local community to grow seasonal vegetables and herbs.
  - Urban farms on the rooftops of shopping centres: Pilot projects as part of sustainable strategies of large cities.
- Technological innovations – Vertical farms in cities: A concept of growing in a small space that allows for the efficient use of limited resources (e.g. IKEA vertical farm). Hydroponic systems: Growing plants without soil in urban apartments or small spaces.
- Interactive activities – practical workshop: How to set up a small urban garden on the balcony or in the courtyard. Visit a community garden or rooftop farm (virtually or physically). Tasting event: Preparation of meals from fresh ingredients grown in an urban environment.
- Zero Waste and urban farming – composting and reuse of kitchen waste in urban gardens. Presentation of initiatives that transform urban bio-waste into organic fertilizers.
- Educational activities – discussion on the importance of urban cultivation for the young generation. Preparation of Slow Food dishes from seasonal and local ingredients directly from the city garden.

## 2.9 Slow Fashion and its connection with the Slow Food philosophy

This theme explores the parallels between Slow Food and the Slow Fashion movement, highlighting the shared values of sustainability, ethical production and respect for tradition. The aim is to show how Slow Food principles can inspire an approach to fashion and how Slow Fashion contributes to a broader philosophy of responsible consumption.

- Definition of Slow Fashion – what is Slow Fashion and how it differs from fast fashion. Emphasis on quality, ethics, sustainability and timelessness.
- Common principles of Slow Food and Slow Fashion – Good, Clean and Fair: similarities in approach to food and fashion - ethical production, supply chain transparency, respect for nature. Support for local producers and traditional crafts.
- Materials and resources in Slow Fashion – sustainable materials (organic cotton, linen, hemp, sheep wool). Link with local sourcing and artisanal production, similar to local food.

### Possible examples of presentations and activities:

- Successful Slow Fashion brands:
  - Puojd (<https://puojd.sk>) – a Slovak brand combining traditional motifs and modern design.
  - Bagbet (<https://www.bagbet.sk>) – bag design made from recycled materials.
  - Veja (France; <https://www.veja-store.com>) – ethical production of sneakers from eco-friendly materials.
  - Eileen Fisher (USA; <https://www.eileenfisher.com>) – a leader in slow fashion with a focus on renewable materials and longevity of clothing.
- Examples of traditional textile techniques:
  - Slovak embroidered costumes as a source of inspiration for modern clothing.
  - Indigo dyeing in Asia or weaving from alpaca in South America, which have similar cultural significance to traditional Slow Food dishes.
- Innovations in Slow Fashion – recycled materials: Textiles made from PET bottles, old clothes, or waste from the food industry (e.g. orange-peel fibers). Technology: 3D printing on garments without waste or digital model design.
- Interactive activities:
  - Workshop: How to upcycle old clothes into new pieces.
  - Tasting and fashion: Combining local food with the presentation of Slow Fashion collections.
  - Quiz: Comparison of the environmental impacts of fast fashion and Slow Fashion.

### Connection with the Slow Food philosophy:

- Supporting local communities – just as Slow Food supports small farmers, Slow Fashion supports local artisans and producers.
- Sustainability – both concepts emphasize the need to minimize waste and unnecessary consumption.
- Transparency – Slow Fashion brands, as well as Slow Food initiatives, offer detailed information about the origin of their products.
- Education – informing consumers about the consequences of their choices – from plate to wardrobe.

## 2.10 Local gastronomic heritage through the eyes of young people

This theme focuses on the unique local gastronomic traditions, which are an integral part of its cultural heritage. It explores how young people perceive traditional local dishes and what role they play in their contemporary lifestyles. The discussion emphasises the reinterpretation of traditional recipes, the use of local ingredients and the promotion of culinary tourism in conjunction with the Slow Food philosophy.

- Traditional local dishes – presentation of regional specialities. Explanation of their historical and cultural significance.
- Young people and their perception of traditional dishes - How does the young generation perceive traditional dishes – are they still attractive to them? Change in the way traditional dishes are prepared, adaptation to modern gastronomy.
- Innovation in gastronomy – new variations of traditional dishes. The use of modern culinary techniques for food preparation, such as sous-vide or molecular gastronomy.
- Promoting culinary tourism – how can traditional local dishes attract foreign tourists (through the eyes of young people)? Creating experiential programmes (e.g. cooking courses of traditional dishes).

### Possible examples of presentations and activities:

- Regional specialties:
  - Zemplín pierogi: Traditional pies filled with cottage cheese, butter and cinnamon.
  - Liptovské droby: A dish of potato dough stuffed with meat and herbs.
  - Orava korbáčiky: Handmade cheeses that are a symbol of Slovak cheese heritage.
- Modern interpretations of traditional dishes:
  - Vegan cabbage soup: Meatless version with wild mushrooms and plant-based yogurt.
  - Fine-dining gnocchi: A recipe adapted into a tasting menu (using special types of cheese and herb sauces).

- Practical workshops:
  - A course in making traditional sourdough bread on wood.
  - Making homemade pasta or gnocchi using traditional ingredients.
  - Tasting of regional wines combined with traditional cheeses.
- Interactive events:
  - Competitions among young chefs for the best modern interpretation of traditional recipes.
  - "Taste Slovakia" – an event associated with the presentation of dishes from different regions of Slovakia.
  - A festival of traditional dishes aimed at the young generation and their view of gastronomy.
- Initiatives to protect gastronomic heritage:
  - Presentation of projects aimed at preserving regional recipes.
  - Cooperation with Slow Food organizations on the labeling of typical Slovak dishes (e.g. Protected Designation of Origin – such as sheep cheese or Tokaj wine).
- Inspiring stories of young chefs:
  - Young chefs who use traditional Slovak ingredients and innovate recipes.
  - Family farms that supply restaurants with local products.

## 2.11 Slow Food as a path to community building and social connection

This theme highlights how the Slow Food philosophy contributes to strengthening interpersonal relationships, local communities and cultural heritage. It explores how eating together, sharing recipes and supporting local producers brings people together and creates a sense of belonging. Slow Food goes beyond culinary experiences and becomes a tool for social inclusion, collaboration and community initiatives.

- Slow Food philosophy in a social context - Slow Food as an approach that promotes slow dining, respect for food and strengthening interpersonal relationships. Seeing food as a cultural bridge between generations, nations and social groups.
- Building communities through food - Traditional food as a tool to bring locals together. Local farmers' markets and community gardens as meeting and collaboration places.
- Food as a tool for social inclusion - Integration of vulnerable groups (e.g. seniors, migrants, people with disabilities) through shared cooking or food-related projects. Organising community events that foster social links.
- Recipes and stories as a cultural bridge - Preserving traditional recipes and sharing them between generations. Presenting food as a cultural heritage that connects the inhabitants of specific regions.

### Possible examples of presentations and activities:

- Community Events:
  - "Dinner under the stars": A joint meal of the whole community in the square with local dishes and stories about their origins.
  - "Taste the Heritage": A tasting event where locals present their family recipes and traditions.
- Farmers' markets and community gardens:
  - Local markets with products from small farmers where people can meet and discuss food.
  - Establishment of a community garden where locals can grow herbs, vegetables and fruits together.
- School projects:
  - "Slow Food Day": Pupils and their parents cook traditional meals and dine together.
  - Workshops at schools on the importance of local food and the preparation of simple, healthy meals.
- Inclusive initiatives:
  - Migrants Cook for the Locals: Integrating Foreigners Through Cooking Traditional Dishes and Sharing Their Culture.
  - Cooking courses for seniors and young people, where they pass on knowledge together.
- Examples from practice:
  - Slow Food Nations (USA): A festival that brings the community together through workshops, tastings and discussions about sustainability and local food.
  - Community kitchens (Italy): Slow Food projects that engage the unemployed and help them find work through gastronomy.
- Involvement of modern technologies:
  - Local applications that connect consumers with farmers or restaurants supporting Slow Food.
  - Youth blogs and vlogs: Young people present local food and traditions in a modern form.
- Possible interactive activities:
  - Workshop: Cooking traditional dishes together under the guidance of local chefs.
  - Tastings: Presentation of dishes from different regions of the Danube area.
  - Discussions: Panel discussions on how Slow Food promotes social inclusion.
  - Quiz: About the history of regional/national food and the traditions associated with food.

## 2.12 Modern technologies and digital tools in the Slow Food movement

This theme focuses on how modern technology and digital tools can support the goals of the Slow Food movement, particularly in the areas of promotion, education, information sharing and engaging the wider public. It highlights innovative ways in which the Slow Food philosophy can remain relevant in the digital age, while maintaining its values of tradition, sustainability and localism.

- Promoting the Slow Food philosophy through digital platforms – social media, websites and blogs as tools to reach young people and a global audience. Visual storytelling: sharing stories of local farmers, traditional recipes and successful Slow Food projects.
- Educational apps and digital courses - Developing online courses on traditional cooking techniques, seasonal cooking and sustainability. Using apps to identify seasonal ingredients and buy from local producers.
- Digitising heritage - Online databases and digital archives of traditional recipes, historical culinary techniques and local dishes. Interactive maps of regional specialities that show where people can experience authentic Slow Food experiences.
- E-commerce platforms for local producers - Websites and apps to connect farmers, producers and consumers. Initiatives that enable consumers to order directly from local farmers and reduce their carbon footprint.

#### **Possible examples of presentations and activities:**

- Apps to support Slow Food:
  - "Too Good To Go": An app that connects users with restaurants and stores to save unsold groceries.
  - "Locavore": A tool to find seasonal foods and local producers.
- Digital archives and educational platforms:
  - "Ark of Taste" by Slow Food International: An online database of endangered traditional foods that supports their conservation.
  - Web courses on traditional culinary techniques or preparing seasonal dishes.
- Online communities and initiatives:
  - Social networks for sharing recipes and organizing Slow Food events.
  - Projects such as "Farm to Table", where local farms connect with restaurants through digital tools.
- Innovations in agriculture:
  - Sensors to monitor farm production: Devices that help farmers optimize chemical-free cultivation.
  - Blockchain platforms for tracking the origin of food so that consumers know where food comes from.
- Virtual events:
  - Virtual Slow Food Festivals: Online presentations of regional dishes combined with cooking workshops.
  - Interactive lectures with Slow Food experts that are available to a global community.

- Sharing stories through digital tools:
  - Blogs and vlogs of young chefs promoting Slow Food.
  - Documentaries available on streaming platforms that show the fight for sustainable food.

## 2.13 Slow Food activism and advocacy: Become an ambassador for sustainability

This theme focuses on the role of individuals and communities in promoting the values of Slow Food. It presents ways that people can actively contribute to a sustainable and equitable food system through advocacy, education, and community action. Participants will gain inspiration and tools to become Slow Food ambassadors in their daily lives and spread these values locally and globally.

- What does it mean to be a Slow Food Ambassador? - The role of the individual in promoting sustainability and protecting food heritage. The importance of advocating for local farmers, artisans and traditional foods.
- Education and community outreach - How to spread the word about the Slow Food philosophy through lectures, workshops and social media. Ways to build awareness about the importance of local food and biodiversity conservation.
- Steps to practical activism - organising public events such as Slow Food markets, festivals and tastings. Linking with schools, restaurants and communities to promote sustainability.
- Policy Advocacy - How to influence local and national policy for sustainable agriculture and a just food system. Engaging in global campaigns to protect traditional crops and fight food industrialization.
- Digital Activism - Using social media to spread awareness and engage young people in Slow Food initiatives. Creating campaigns, petitions and crowdfunding projects focused on sustainability.
- Linking with other forms of activism - Linking Slow Food with environmental and social initiatives such as climate protection, workers' rights and the fight against poverty. Building cross-sector partnerships (e.g. Slow Fashion or Zero Waste).

### Possible examples of presentations and activities:

- Successful Slow Food campaigns:
  - Ark of Taste: A global initiative to protect endangered local foods and raw materials.
  - Food for Change: A campaign to reduce the climate footprint of the food industry.
- Examples of Slow Food Ambassadors:
  - Stories of local farmers, chefs or young activists who successfully promote the Slow Food philosophy in their communities.

- Youth movements such as the "Slow Food Youth Network," which motivate the next generation to eat responsibly and protect biodiversity.
- Community projects:
  - Organization of community gardens where locals grow their own vegetables and bond through food.
  - Slow Food festivals that highlight local cuisine and traditional recipes.
- Advocacy for biodiversity:
  - Presentation of specific projects for the protection of old varieties of crops, such as Slovak spelt bread or local apple species.
  - Cooperation with experts for the protection of traditional craft techniques (e.g. production of sheep cheese, traditional korbáčik).
- Digital tools for activism:
  - Using apps and websites to organize petitions or share local Slow Food initiatives (e.g. "Save the Cheese" campaigns).
  - Creation of videos and documentaries that show the values of Slow Food and their importance for a global society.
- Interactive activities for the seminar:
  - Workshop: Simulation of the creation of a Slow Food campaign on a local or global level. Participants can develop a strategy, design visuals and a slogan.
  - Debate: A discussion about what steps are needed to enforce the Slow Food principles in a particular region or community.
  - Creating a petition: A practical demonstration of how to prepare an online or offline petition aimed at protecting traditional foods.
  - Role-play: Simulation of a meeting with local politicians or restaurants where the principles of Slow Food are defended.

# 3 Recommended study literature and other electronic resources

1. A Slow Life Azerbaijani Story: Traditional Cooking.  
<https://www.youtube.com/watch?v=rOM2r5OhJMo>
2. A systematic literature review of slow tourism.  
<https://www.proquest.com/docview/3116752413/42B9BC8D24DA4419PQ/4?accountid=49351&sourcetype=Scholarly%20Journals>
3. ALTIERI, Miguel A. The Science of Sustainable Agriculture. Second Edition.  
<https://doi.org/10.1201/9780429495465>
4. Biodynamic Farming Explained" – Biodynamic Association.  
<https://www.youtube.com/watch?v=6YdfX3aHnkY>
5. DUNCAN, Jessica - CAROLAN, Michael - WISKERKE, Johannes S. C. Routledge Handbook of Sustainable and Regenerative Food Systems.  
<https://www.proquest.com/docview/2431601018/41FA3528D6374878PQ/40?accountid=49351&sourcetype=Books>
6. Exploring Culinary Delights in the High Tatras.  
<https://www.youtube.com/watch?v=tM9P8qRokFc>
7. Fast, Medium or Slow Food Challenge | Funny Food Hacks by BaRaFun Challenge.  
<https://www.youtube.com/watch?v=BzoqaOYCSX0>
8. FAVA NEVES, Marcos - GRAY, Allan - RUNKHE Valerio, Flavio. Food and agribusiness in 2030: a roadmap.  
<https://www.proquest.com/docview/2480045683/41FA3528D6374878PQ/55?accountid=49351&sourcetype=Books>

9. Kiss the Ground – Document on regenerative agriculture (Netflix). <https://www.youtube.com/watch?v=K3-V1j-zMZw>
10. Life - Pre Intermediate - Slow food. [https://www.youtube.com/watch?v=ofqvO\\_NnOSA](https://www.youtube.com/watch?v=ofqvO_NnOSA)
11. NEWMAN, Lenore – FRASER, Evan D. G. Dinner on Mars : The Technologies That Will Feed the Red Planet and Transform Agriculture on Earth. <https://www.proquest.com/docview/2722895340/41FA3528D6374878PQ/91?accountid=49351&sourcetype=Books>
12. REYNOLDS, Christian – SOMA, Tammara – SPRING, Charlotte – LAZELL, Jordon. Routledge Handbook of Food Waste. <https://www.proquest.com/docview/2341144170/41FA3528D6374878PQ/75?accountid=49351&sourcetype=Books> Slow Food Gardens: a growing movement. [https://www.youtube.com/watch?v=acVlp9\\_vODo](https://www.youtube.com/watch?v=acVlp9_vODo)
13. RÜDIGER, Sofia - MÜHLEISEN, Susanne. Talking about Food : The Social and the Global in Eating Communities. <https://www.proquest.com/docview/2409634844/41FA3528D6374878PQ/29?accountid=49351&sourcetype=Books>
14. SHEPARD, M. Restoration Agriculture: Real-World Permaculture for Farmers. <https://ecodum.neocities.org/restorationagriculture.pdf>
15. Slow Food Banská Bystrica. <https://slowfood-bb.webnode.sk>
16. Slow Food Coffee Coalition. <https://www.slowfood.com/thematic-network/coffee-coalition/>
17. Slow Food Foundation for Biodiversity. <https://www.fondazione Slow Food.com>
18. Slow Food Gardens: a growing movement. [https://www.youtube.com/watch?v=acVlp9\\_vODo](https://www.youtube.com/watch?v=acVlp9_vODo)
19. Slow Food Pressburg. <https://www.slowfood-pressburg.sk>
20. Slow food and the slow food movement: a case study of consumer activism in Turkiye. <https://www.proquest.com/docview/3126594559/42B9BC8D24DA4419PQ/1?accountid=49351&sourcetype=Scholarly%20Journals>
21. The Mother Of Slow Food. <https://www.youtube.com/watch?v=Z1hU2w0a0HQ>
22. What is the Slow Food Movement? <https://www.youtube.com/watch?v=pHVUX13G1h0>
23. WORTH, Sarah E. Taste : A Philosophy of Food. <https://www.proquest.com/docview/2581830886/41FA3528D6374878PQ/23?accountid=49351&sourcetype=Books>

### Specific examples of food from Slovakia

24. This is Slovakia!?! Exploring Bratislava's Best Food & Sights in 1 Day. <https://www.youtube.com/watch?v=8GacWihnXPc>
25. Exploring and Eating in Bratislava, Slovakia. A Perfect Day Trip from Vienna. <https://www.youtube.com/watch?v=CeYkReMGIV0>
26. Slovakian food Tour in Bratislava, Slovakia. [https://www.youtube.com/watch?v=QE-\\_zca7llg](https://www.youtube.com/watch?v=QE-_zca7llg)

27. 6 Most Authentic Dishes to Try in SLOVAKIA | Food Tour.  
<https://www.youtube.com/watch?v=xylr71zrS4s>
28. ULTIMATE 24 Hours in BRATISLAVA SLOVAKIA - Devin Castle, Slovak Food, & MORE.  
<https://www.youtube.com/watch?v=Pu3-y9stCE8>
29. 48 HOURS In SLOVAKIA - INCREDIBLE FOOD Tour in Bratislava.  
<https://www.youtube.com/watch?v=q4rbDHDdH6Q>
30. This Is Slovakian Food?! Bratislava Food Tour!  
<https://www.youtube.com/watch?v=LAV1WRjiWaM>
31. TOURISTS EAT SLOVAKIAN FOOD IN BRATISLAVA - Halušky.  
<https://www.youtube.com/watch?v=ddSZPiOnOtQ>
32. Trying Slovak Food for the First Time in Bratislava!  
<https://www.youtube.com/watch?v=YHlidRkk42g>
33. EXCLUSIVE Traditional Slovak Food In UNESCO Village.  
<https://www.youtube.com/watch?v=WWj9vfX8U5k>
34. SLOVAKIAN STREET FOOD TOUR sk- BRATISLAVA!  
<https://www.youtube.com/watch?v=5OtSMD5H8GA>
35. I Review TRADITIONAL FOOD in SLOVAKIA!  
[https://www.youtube.com/watch?v=el2BW\\_xsxwQ](https://www.youtube.com/watch?v=el2BW_xsxwQ)
36. Danube River Cruise 2023 - Hungary, Austria, Slovakia, Germany.  
<https://www.youtube.com/watch?v=iemQ8qszyV4>
37. Slovakia Tourism Music Video Tour. <https://www.youtube.com/watch?v=5Pi4fmGOAEs>
38. Things to Do in Bratislava, Slovakia - 1 Day Itinerary.  
<https://www.youtube.com/watch?v=VX6yt87bVQQ>

# Conclusion

The presented document summarizes the process of conceptual thinking, expert discussions and methodological formation of a secondary school/university subject focused on the philosophy of Slow Food in the broader context of sustainable development, tourism, gastronomy and social innovation, with an emphasis on the valuable knowledge generated by the SReST project consortium. The result is not only a draft syllabus or thematic division of the subject, but a comprehensive educational framework that reflects current global challenges and at the same time responds to the value orientations, expectations and aspirations of the current young generation.

Expert discussion has shown that Slow Food cannot be understood in isolation as a gastronomic trend or an alternative approach to eating. On the contrary, it is a multidisciplinary platform linking the ecological, economic, social, cultural and ethical dimensions of the food system. In the proposed course, Slow Food becomes a gateway to topics such as agroecology, regenerative agriculture, biodiversity protection, local economy, zero waste approaches, digital technologies, social inclusion and civic activism. This approach allows students to understand the complexity of current food chains and their impact on the landscape, human health, and social cohesion.

Special emphasis is placed on the practical applicability of knowledge. The proposed seminars, activities and case studies purposefully develop critical thinking, the ability of systems analysis and responsible decision-making. Students are not only encouraged to passively acquire theoretical concepts, but to actively reflect on their own consumption habits, professional ambitions and the potential role of sustainability ambassadors. It is the connection between the academic environment and real practice – through local producers, communities, services and initiatives – that is one of the main added values of the course.

An important line of the document is also the emphasis on the ethical and value dimension of education. The involvement of vulnerable groups, fair working conditions, transparency of production processes or the protection of cultural heritage are not perceived as complementary topics, but as an integral part of a quality and responsible food system. In this context, the educational subject becomes a tool for shaping civic responsibility and social awareness, which goes beyond the traditional understanding of vocational education.

Modern education about Slow Food must naturally work with digital tools, visual communication and interactive forms of teaching. Technology is understood in the document not as the opposite of "slowness", but as a means of spreading values, connecting communities and promoting transparency. A subject conceived in this way can address the young generation in a language that is close to them, without losing content depth and expertise.

The curriculum creates a solid foundation for an innovative, interdisciplinary and value-anchored educational subject. It has the potential not only to expand students' professional knowledge, but

also to shape their attitude towards food, landscape, community and social responsibility. In this context, Slow Food becomes not only an object of study, but also a philosophy of life that has the ability to cultivate future professionals and engaged citizens.