Young Innovators

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Cross-KIC Skills for the Future

Teachers Training

Feedback from trainers

Please help us improve the teachers training module by adding your answers below.

Please send it to orsolya.barna@climate-kic.org by **16th December, 2020.**

As support documents please provide the below:

Final agenda

-        You ppts

-        Screenshots of participants from each day

-        List of participants

-        Screenshots, or actual materials participants created during the workshop (screenshots, or downloaded materials)

Country & Dates	Italy, 9-10th December 2020
Name	Canio Forliano Simona Grande Paola De Bernardi
Participant number	13 participants the first day 18 participants the second day

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Summary of the training (max. 400 words)

The political, social, and technological transformations of modern societies and communities pave the way for novel and complex challenges that food systems will face in the next future. Addressing these challenges will require collaborative efforts from a great variety of actors. This training was developed as part of Skills4Future, a cross-KIC initiative promoted by EIT Climate, EIT Raw Materials, EIT Food, and Junior Achievement. In particular, the program aims to help young talents developing new competencies and skills to face such challenges, fostering their critical and analytical thinking, their propensity to work in teams, and their ability to generate innovative ideas, which are common traits characterizing an entrepreneur.

Based on these observations, the agenda of the two sessions was designed to train local high school teachers and guide them in preparing their young students in the development of a business idea. Agreeing with the principles on which the training we received was built, we adopted a learning-by-doing approach. In this sense, we focused our attention on alternating moments based on frontal teaching methods with problem-centered moments in which the teachers were asked to work in groups and solve specific tasks.

Thus, we introduced them to Zoom (as a tool for video communications), to Google Jamboard (as a board for real-time collaboration), and to Mentimeter and Kahoot (as tools for delivering quizzes that can engage the classroom and evaluate its level of comprehension or to foster brainstorming activities).

As tools that can be used for developing the idea, based on what was suggested in the Lesson Plans, we divided the class into three groups. Thus, we asked them to sketch the food system of their school, using the "Explore the Challenge Canvas" and the systemic map as suggested exercises. Moreover, we delivered an iterative brainwriting and the "six hats method" as additional exercises to think around the problem they want to solve and build their possible solution.

Finally, in the frontal-teaching activities, we talked about: i) system thinking and common issues related to decision-making in complex and dynamic systems; ii) team-building and the "forming-storming-norming-performing-adjourning" theory; iii) sustainability and SDGs; iv) feedback loops and multi-stakeholder engagement; v) how to pitch and communicate a business idea; vi) the role of mentors and facilitators; vii) business model canvas. However, also in these moments, the interaction with the class was incentivized through questions, some riddles or quizzes, or the sharing of personal experiences. Last but not least, we had some breaks and ice-breaking moments (see the "digital coffee" in Fig. 1 below).

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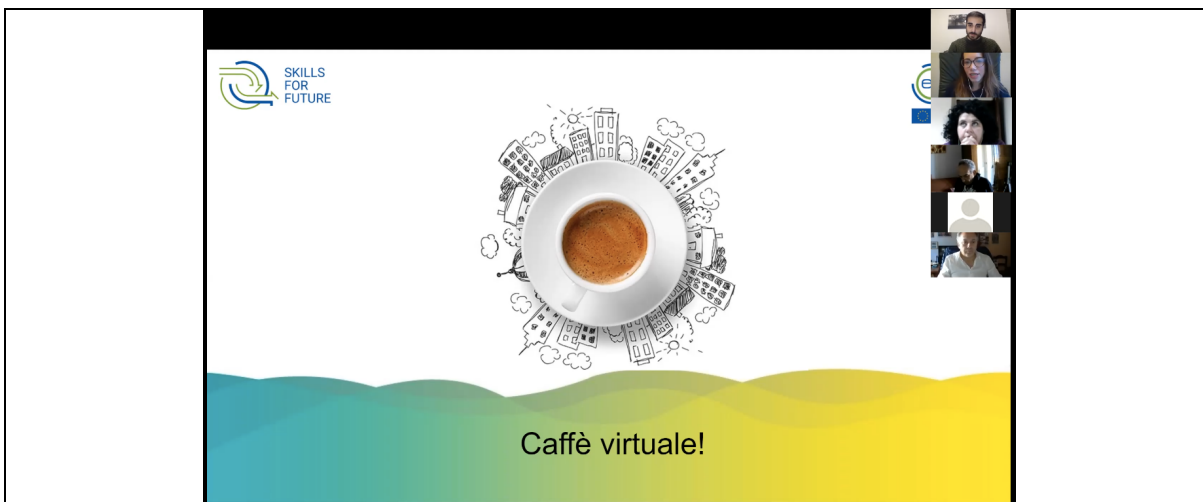a body of the European Union

Fig. 1 – The digital coffee to break the ice.

What went well during the training? Please describe the best moments, best parts of the workshop! (max 200 words)

The moments aimed at creating a friendly environment (i.e., ice-breaking) were an excellent way to start the training sessions and familiarize with the teachers. Moreover, dividing the workshops into more traditional moments, aimed at delivering basic concepts as in the section above, together with moments in which the teachers were asked to work in a group, with us as facilitators, was very effective. In this sense, also having the preparatory training from Attila and Maja, who prepared us to conduct such activities and gave us a lot of tools and practical suggestions on how to run the training was very helpful. In this sense, a mention goes to Mario and Orsolya as well, since the "back office" support was timely and well organized.

What did not go well? Lessons learnt, please indicate the possible reasons! (max 200 words)

There was a little bit of confusion in the teachers' registration procedure since they were asked to register several times and got confused due to the overlap with another webinar.
Moreover, due to the presence of several other institutional commitments that they are requested to conduct in this period of the year (further increased by the Covid situation), planning the training activity in such a dense way is not very effective. We had to cut some planned activities from the agenda.
Finally, since we were trained a few days before the training to local teachers, there was not enough time to go through all the material prepared by Attila and Maja.

Please tell us your opinion about the Young Innovators teachers module? Which materials did you use?

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The Young Innovator teachers module is useful and well-structured; perhaps a bit too dense to be presented in a 2-day training and to be fully read by teachers. We mainly used the material that was presented and suggested by Attila and Maja during our training, which consisted in the following:

- Material on Systems Thinking;

- Explore the Challenge canvas;

- Pick a Challenge canvas;

- Name Clusters canvas;

- Make a System Map canvas.

We used other material as well, taken from our previous experiences in this type of training related to the following areas: systems thinking, brainstorming and brainwriting tools, business model canvas, design thinking process, team dynamics, pitch structure and techniques.

How did you integrate the respective KIC's topic? (200 words) Please provide any evidence if you can (screenshot, ppt, etc).

We have integrated EIT Food's topics in the following ways:

- presenting and illustrating three challenges for the teachers' students (food loss and waste, 4.0 agriculture, healthy nutrition);

- using food system examples when explaining systems thinking and mapping;

- assigning them the objective to identify the challenges of their schools' food system for the purpose of the training and when using the different tools throughout the training;

- introducing the concepts of sustainability, SDGs and sustainable food systems;

- encouraging discussions around food and the food system.

See the ppt attached for evidence.

Recommendations for the future:

a) What would you keep as a training element for the same training in 2021?

b) What would you change?

c) What would you leave out completely?

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a) The overall structure, the content, the discussions during the "train the trainers" sessions;

b) The timing (the training could be delivered earlier and in 4-5 half-days in a longer period of time, perhaps across two weeks in order to give time to the teachers to become familiar with the concepts and tools and have time to reflect on them);

c) Complex and long material that could be difficult to be understood in such a short time, it is important that the training provides the teachers with useful and easily applicable and transferable material and tools.

Any other comments?

Overall a great experience that we wish to repeat and improve!

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