



Co-funded by the  
European Union

# FOOD EDUCATORS: 2022 ACTION REPORT

## Letter from Food Educators Lead

*Our current food system is facing major challenges that affect all of us. As a community, EIT Food is working to respond to those challenges to provide healthy and sustainable food for everyone (see our [missions-led approach](#)). To achieve maximum impact, we realise the importance of increasing awareness and education, so that future generations are given the tools to be able to act for a healthier and more sustainable food system. For this reason, we launched the Food Educators programme in early 2022. The Food Educators programme provides materials to teach young people about healthy and sustainable food choices. The aim is to help young people learn how to choose foods that are good for them and the environment. We also raise awareness about the many exciting job opportunities in the agrifood industry.*

*Today, we are thrilled to present our first action report. As you read through the report, you can see that we have achieved a lot in our first year. We created lesson plans that have been taught in several EU countries by more than 350 teachers; we have reached more than 1,000 children in our career days; we have published a number of day in a life videos that present exciting career opportunities for young people... and much more!*

*We rely on our team of experts and partners to create and to make use of existing high quality educational materials. That way, we ensure that valuable learning resources continue to have relevance even after the completion of projects, enabling their sustained impact.*

*And we won't stop here. We will continue to motivate and inspire the next generation in 2023 by supporting teachers and educating young people about healthy and sustainable food practices. We are expanding our reach and engagement and always looking for new opportunities and partners. Please do not hesitate to get in touch with us!*



**Fabienne Ruault,**

*Programme Manager at EIT Food*

# INDEX



|   |           |
|---|-----------|
| <b>01. About us</b>                                       | <b>4</b>  |
| <b>02. What we do</b>                                     | <b>6</b>  |
| <b>03. Supporting food educators in Europe and beyond</b> | <b>8</b>  |
| <b>04. Our activities in 2022</b>                         | <b>10</b> |
| <b>05. Examples of lesson plans</b>                       | <b>13</b> |
| <b>06. Feedback from teachers</b>                         | <b>17</b> |
| <b>07. Our learnings from our teacher handbooks pilot</b> | <b>20</b> |
| <b>08. Our Career Days in 2022</b>                        | <b>22</b> |
| <b>09. Spotlight on our “Los Salvacomidas” activity</b>   | <b>24</b> |
| <b>10. Supporting teachers into 2023 and beyond</b>       | <b>26</b> |
| <b>11. Meet our Team</b>                                  | <b>29</b> |



# 01. ABOUT US



# We are **Food Educators**: the one-stop shop for food education and agrifood careers resources

## **OUR VISION**

A world where young people have access to education about healthy and sustainable food and are encouraged to work in our exciting and innovative agrifood industry.

## **OUR MISSION**

To support food educators across Europe and beyond to teach, engage and inspire young people to make healthier and more sustainable food choices and consider a career in agrifood.



**Food Educators** (formerly “Youth Mission”) is an EIT Food programme that aims to **promote healthy and sustainable food choices among young people** and encourage them to become future agrifood leaders. EIT Food is the world’s largest and most dynamic food innovation community, supported by the European Institute of Innovation and Technology (EIT), a body of the European Union.



## **02. WHAT WE DO**

## DID YOU KNOW?



Food Educators is the new name for Youth Mission

We provide teachers with fun, creative and interesting activities to disseminate to young people, mainly schoolchildren. Our easily accessible, science-based food education materials enhance students' learning so they can become better informed, conscious consumers of the future.

Food Educators teachers training in Israel, 2022

"Browning of apples experiment"



We harvest new insights into how to deepen learning experiences around food, promote health and sustainability, and motivate future generations to pursue careers in the agrifood sector. Our programme focuses on inspiring leadership, conscious consumerism, food science literacy, entrepreneurial mindsets, and vocational possibilities among young people aged **9 to 18 years old**.

## FOOD EDUCATORS' THEMES

Agrifood  
Jobs and  
Science

Food Science  
and Food  
Systems

Food &  
Sustainability

Food &  
Health



**03. SUPPORTING  
FOOD EDUCATORS IN  
EUROPE AND BEYOND**



At **Food Educators**, we believe it is important to provide teachers with the resources they need to **help schoolchildren and students learn about healthy and sustainable food**. To be able to develop appropriate resources that teachers could use in the classroom, we conducted a survey to discover teachers' food education needs.

In 2022, our Teachers' Needs Assessment Survey was disseminated in 6 countries: Cyprus, The Czech Republic, Denmark, Israel, Hungary, The Netherlands and Spain. The survey was answered by 647 respondents and we found the following opportunities and obstacles:



- When it comes to food education, local, school-based policies and initiatives are crucial and therefore, need to be supported
- Food education is mostly related to science education (54% of all answers)
- 3 out of 4 teachers use digital tools in teaching regularly
- According to teachers, students are interested in entrepreneurial skills development



- There is a lack of information on sustainable systems and systems thinking in secondary schools.
- Although external materials are regarded positively, 71% of the teachers have not used any such materials.
- Food waste reduction, shorter supply chains and plant-based food strategies are at the top of the knowledge gaps mentioned.
- 8 out of 10 teachers do not have a clear idea of what "circular economy" means

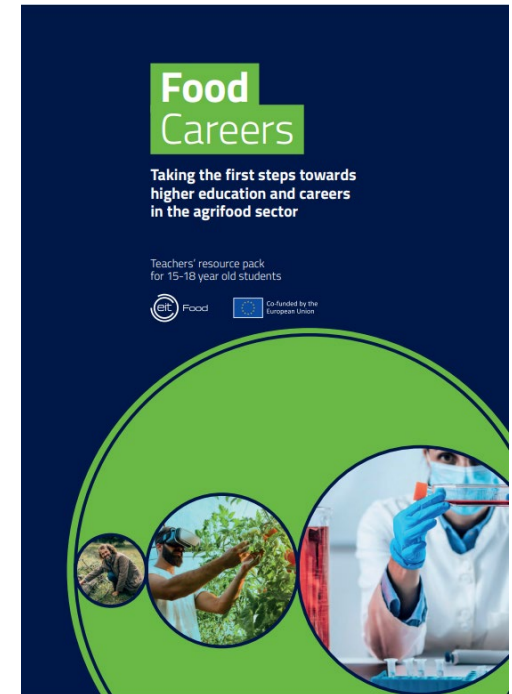
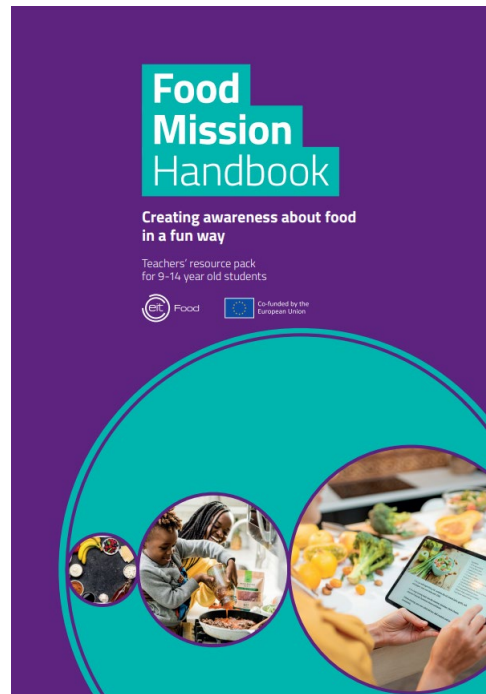
**Based on our findings, we then developed learning materials to be piloted by teachers across Europe.**

**We also preserved the excellent work developed by EIT Food in previous years.**



# **04. OUR ACTIVITIES IN 2022**

In 2022, building on the previous educational projects of EIT Food, we launched the Food Educators programme. We created 2 handbooks for teachers to use in the classroom entitled, **“Food Mission”** and **“Food Careers”**. The handbooks included ready-to-use resources for schoolchildren aged 9-14 years old and students aged 14-18 years old, respectively. The materials included topics such as healthy eating, food science and science communication, sustainability, agrifood careers, and regenerative agriculture. During the pilot phase of Food Educators, the handbooks were disseminated to teachers in 5 countries: **Cyprus, Czech Republic, Hungary, Israel and Spain**.



A total of 134 teachers took part in the training of which 97 used the handbooks in the classes.

Once our handbooks had been developed, they were translated into each of the pilot countries' local languages.

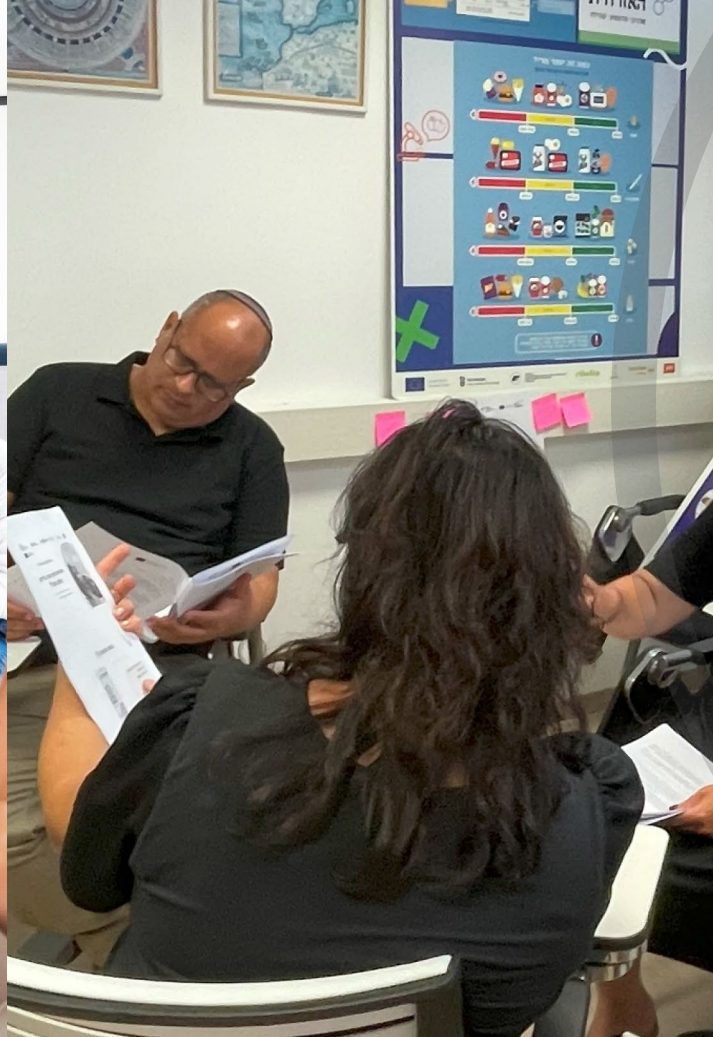
We offered in-person and online training to teachers so they felt competent and confident to use the materials in the classroom.







Food Educators team presented the programme at The Future of Food Conference in Brussels 16th June, 2022 leading a workshop on “Attracting youth to a career in the agrifood sector and tackling the skills shortages: the role of education”



Teachers discussing Food Educators learning materials in Israel



Teachers training in Hungary, October 2022



# **05. EXAMPLES OF LESSON PLANS**



Our handbooks included lesson plans about a range of topics. In our “Food Mission” handbook, lesson plans were divided into topics based on food and sustainability, food and health and food science and communication. In our “Food Careers” handbook, lesson plans were divided into topics based on exploring food systems, agrifood jobs and careers and food science and entrepreneurship.



## Food Waste and Food Loss

Module: Food & Sustainability | Type of lesson plan: Lecture + Game  
Can be linked with lesson plan: From Linear to Circular

**Short description of the activity:**

Food waste and loss has recently become a focus of public attention globally. Today there exists a wide consensus between experts and policymakers that the loss of food causes significant economic, environmental and social damage. Some illustrative data includes: • Roughly one-third of the food produced in the world for human consumption every year – approximately 1.3 billion tonnes – gets lost or wasted. • The food currently wasted in Europe could feed 200 million people (per year, FAO, 2013).

In order to raise awareness of the subject, the UN has declared 29th September as the international day to reduce food loss<sup>1</sup>. In addition, the UN has made this issue as one of the Sustainable Development Goals target 12.3<sup>2</sup>. This lesson is meant to increase student awareness and knowledge of issues around food loss and food waste, and to explore some practical ideas on how they can be avoided.

**Students will:**

- Understand the differences between food loss and food waste
- Learn about the damage caused by food loss and waste to the economy, environment and society
- Recognise ways to reduce food waste

**Duration:** 45 min

**Preparation time:** short

**Can be aligned with the following subjects:** Economics / Home Economics / Geography

<sup>1</sup> The world's first UN Environment Day was celebrated in 1972. <sup>2</sup> Sustainable Development Goals | United Nations

19

## Food Mission Handbook

| Duration | Activity  | Materials/Equipment (Optional)  |
|----------|---|---|
| 5        | Opening activity to connect the students to the subject   | Food Waste and Food Loss PowerPoint   |
| 5        | Introduction to provide background and data about food loss and food waste and its consequences | Food Waste and Food Loss PowerPoint   |
| 25       | Food Waste Quiz (Kahoot or Power-Point)   | Food Waste and Food Loss PowerPoint<br>Personal phones or tablets if using Kahoot for the quiz. |
| 10       | Conclusion and reflection   | Food Waste and Food Loss PowerPoint   |

**Detailed instructions:**

**Opening**

(Slide 2) The UN declared 29.09 as the Food Loss Reduction Awareness Day. Ask the students what they know about loss or waste of food to gauge their initial knowledge and awareness.

(Slide 3) Discussion in pairs around this issue: Next week the parliament will propose a law creating a national day to prevent wasting food, can you think about policies the parliament can propose during that day? Ask the students to discuss this with the student sitting next to them and then return to the class forum and elicit some representative answers (Some ideas can include: Financial incentives for producers, financial support for farmers to modernise, food repurposing in stores, national awareness campaigns, charging customers for plate waste in 'all you can eat' buffet, promotion/obligatory food donations). In the additional sources section below you will find several sources that contain information on policies, such as the [EU Commission website](#).

Another **optional opening activity** to gauge initial student interest and understanding (shown on slide 4) asks the question: 'do you or your family members throw away food?'  
Answers could be:

- "Never"
- "Sometimes, mostly leftovers from meals or parts that we have no use for, like potato peels"

3. "Many times, meat leftovers, expired or spoiled, food that was not eaten and so on".

To answer students can either hold up a note with the numbers 1, 2 or 3, or you could use the [Mentimeter](#) platform.

When concluding the opening activity, it is advisable to point out to the students that loss and waste of food is a phenomenon that has gradually worsened throughout recent years, as will be discussed during the rest of the lesson.

**Introduction to food waste and food loss**

**What is food waste and food loss - definitions (slide 5)**

**Food loss** is all the crop and livestock human-edible commodity quantities that, directly or indirectly, completely exit the post-harvest slaughter production/supply chain by being discarded, incinerated or otherwise, up to but excluding the retail level. Losses that occur during storage, transport and processing (including imported quantities) are therefore all included. **Food waste** relates to food that for many reasons spoiled or was wasted and not eaten by human beings. Loss of food happens at every stage of the food supply chain beginning at the stage of production, storage, packaging and processing, and finally with retail and consumers. In less developed countries, most food loss happens at the first stages of manufacturing: the growth process in the fields, the packaging and the processing. In more developed countries, most food is wasted at the consumer stage in homes.

20

## Food Mission Handbook

(Definitions in the slide are based on the UNEP definition - found in the [Food waste index report](#), p.19)

**Data - How much food is lost every year (slide 6)** before showing data on the amount of food that is lost every year to the students, ask the students to guess how much food they think is wasted in the world each year.

**Answer:** data in the slide refers to the world (right slide) and Europe (left slide). Data is hidden under images that will disappear when clicking. The answer: 30% loss of food globally per year, which is about 1.3 billion tons. Europe is slightly better with only 20% food loss. **Optional:** Slide is empty and is designed for your (teachers) use - you can add data on your country/municipality/city/etc.

**Effects - Slides 8-9-10 deal with the effects of food loss and why it is important for students to engage with. Ask the students why they think we ought to care about food loss. Answer: food loss affects 3 major areas of our lives.**

- Economy (slide 8):** wasted food impacts household income, since we spend more money than we need to. It also increases costs for government and other institutions through landfilling etc. Other than the direct additional household costs for food that was purchased but not consumed, food loss creates costs throughout different stages of the value chain prior to consumption. The economic cost of food reflects the entirety of production and sales costs at every stage of the value chain - agriculture, production, packaging, transportation and marketing. Therefore, the food prices in marketing chains incorporate food losses into retailing. Similarly, the price of wholesale food reflects the loss of food in agriculture and production. In the end, all the costs of food losses throughout the different stages of the value chain roll into the consumer's pocket.
- Society (slide 9):** the social consequences of food waste relate to food inequality and the difficulty gaining adequate nutrition for a large proportion of the population. While a third of the food in the world is thrown away

over 820 million people around the world suffer from hunger or nutritional insecurity (nutritional security is defined as a person's ability to regularly provide for themselves and their immediate family healthy and nutritious food from all main food groups, of a suitable quality and quantity, in socially acceptable ways).

- Environment (slide 10):** reducing food waste contributes to reducing the amount of pollutants, greenhouse gas emissions, and climate change. Food wastage is responsible for about 8% of greenhouse gas emissions worldwide. In terms of quantities, this equals around 6.3 gigatons worth of carbon dioxide released throughout the production process, transportation and waste management, with an additional 8.0 gigaton worth of carbon dioxide released indirectly as a result of change in land use, deforestation and land cultivation. The effects of climate change also threaten food supply. For example, cocoa beans, cherries, apples, and many other foodstuffs are sensitive to the rising of temperature and other climate change impacts.

**Quiz - implementing knowledge**


This part is based on a Kahoot quiz with explanations and detailed infographics link to challenge in slide 11). However, if students do not have individual phones/tablets/laptops we have also included the questions in the PowerPoint (slides 12-32) and the quiz can be conducted by dividing the class into small groups and keeping a score of their right answers. Slide 33 is a template for recording the winners (optional).

**Closing/Reflection (Slide 34)**

The closing may begin with a question to the students about what they learned today. Afterwards, the lesson can be concluded with several points:

- Food loss has economic, social and environmental consequences.

21



**Additional resources:**

- [Food waste in Europe: statistics and facts about the problem.](#)
- [About Food Waste](#)
- [The UNEP Food Waste Index Report 2021](#)
- [Infographic: Do not Waste! Change your shopping bag.](#)
- [Video: Food Waste: The Hidden Cost of the Food We Throw Out | ClimateScience 98](#)

Concluding resources: a short video with 5 tips to reduce food waste. Finally, ask the students to point out one thing they can do at home to reduce food loss.


• The main cause of food waste from agriculture, management and packaging, production, distribution and consumption is household consumption.

• Simple steps may be taken to reduce food loss (slide 20).

22

Other lesson plans in the “Food Mission” handbook include: an introduction to food processing and where our food comes from, an introduction to food science communication, understanding food labels, and experiments with food in the laboratory.

In our [“Food Careers” handbook](#), one of the popular lesson plans was called the [“Food careers guessing game”](#). In this lesson, students were tasked with exploring the diversity of jobs within the agrifood sector and understanding how these jobs are interrelated.



**Food Career Guessing Game**

Module: Food System Careers and Jobs  
Type of lesson plan: Role Play

**Short description of the activity:**

Students learn about food careers in a fun way and discover the wide variety of options on the agrifood job market. One variation is a guessing game, the other is a networking role play.

**Students will:**

- Explore the diversity of jobs comprising the agrifood sector
- Understand how these jobs are interrelated.

**Duration:**  
45 minutes

**Preparation time:**  
short

Can be aligned with the following subjects:  
Ethics, Career Vocation

**38**

Food Careers Handbook

| Duration | Activity                     | Materials/Equipment  | Download Link |
|----------|------------------------------|----------------------|---------------|
| 10'      | Warm-up discussion           |                      |               |
| 10'      | Getting to know food careers | Agrifood Career List |               |
| 15'      | Guessing game                |                      |               |
| 10'      | Discussion & closing         |                      |               |

**Detailed instructions:**

**Warm-up discussion**

**Guiding questions**

- Who already knows what kind of profession they want to pursue? (Teacher finds out what kind of topics/industries/professions students are interested in and notes whether there are any in the agrifood sector)
- Who knows what kind of jobs there are in the agrifood sector? (Teacher explores how many agrifood jobs students are familiar with)

**Getting to know food careers**

The teacher gives out the List of Food Careers as a handout. Students read the list in groups to familiarise themselves with the jobs on it.

**Guessing game**

After taking the lists back, the teacher puts a sticky note with a profession written on it on the back of each student (if there are more students than professions, then more students will have the same profession). The task is for students to go around and find out what profession they are.

**Rules:**

- Find out what profession they are by going around the class asking questions to others
- They can only ask one question per person (if they run out of people, then they can ask the same people again)
- They cannot tell anyone else what profession they are - they have to guess it
- Don't peek at their own post-it!

**Variation: Networking role play**

- There is a new superfood product on the market, a protein bar made of fish and grain targeting students preparing for their exams, based on an old recipe that has been modernised. The company, FishProBar, asked the most important players to have a networking brunch together to discuss the success of the product after the first round of marketing and sales campaigns. There is also an issue around a competitor who wants to copy the product. The task is for others to find out what an individual student's role was in launching this new product - for this, they walk around the classroom talking about the product, themselves and what type of tasks they did without being too specific or mentioning their professions directly. See how many other students can uncover each other's professions.
- Before they start moving around, students should take 5 minutes to build up a character: imagine what their day looks like, what kind of habits they have, what their name is, etc.

**39**

Food Careers Handbook

**Discussion**

- What was your profession in the game?
- Would you be interested in pursuing that profession? If yes, why? If not, why not?
- What other agrifood professions would you be interested in? What can be the main challenges and perks of those jobs?
- In your family/friends' family or network, do you know anyone pursuing an agrifood career? If yes, what kind of jobs do they have? Would you choose their jobs?

**Additional resources:**

- [A Day in the Life videos](#)
- [Top 10 Highest-Paying Careers in Agriculture](#)
- [Thirty Careers in Food & Drink](#)

**Homework (optional)**

Do research around the profession you like the most. What qualifications are needed? What is the average salary? Can you find any significant individuals in that profession? Who are they? Check their social media - how does their life look from the outside?



**40**

Other lesson plans in the [“Food Careers” handbook](#) include: The future of school food, agrifood careers adventures, rearing chickens using regenerative versus conventional agriculture and a plant-based milk competition.

Each lesson plan includes the following  
to help teachers prepare:

- A short description of the activity and examples of learning outcomes
- The length of the lesson and the preparation time needed
- Detailed instructions on how to conduct the lesson in-class
- Examples of additional resources to be used by the teachers during the lesson or to help prepare for the lesson

To enhance usability and teachers' experience, in 2023 lesson plans will be **ready to download individually** from our new website



# **06. FEEDBACK FROM TEACHERS**

We collected feedback from teachers that used our handbooks using an online questionnaire as well as through interviews or focus groups.

### Our results:

- About 93% of the teachers who piloted lesson plans in the Food Mission handbook thought that the students enjoyed the lesson and this was 94% for teachers that piloted a lesson in the Food Careers handbook.
- 80% of the teachers found the Food Mission handbook training to be helpful and 90% of teachers found the Food Careers handbook training helpful.
- About 90% of the teachers stated that the materials provided to them were appropriate in the Food Mission handbook compared to 76% for the Food Careers handbook.
- Overall, the teachers found the objectives of the lesson plans in the Food Mission and Food Careers handbooks to be clear.
- All the teachers who piloted lesson plans from the Food Mission and Food Careers handbooks stated that they would recommend the lesson plan to a fellow teacher.

Food Educators  
features in its lesson  
plans the EIT Food "A  
Day in the Life"  
agrifood career videos



# Feedback from teachers that have used our handbooks has been very positive:

"I read both handbooks with great interest. I will use it in my work with other students as well. I am very happy to participate in this pilot."

"All lesson plans that I tried are usable and provide a sound methodology for bringing in a new topic to the classroom: food. From now on, it is up to us to improve and adapt them for our students!"

"The handbooks matched my expectations, the lesson plans are easy to use, even with special needs students."


"The material inspired me as a teacher to connect to local food stakeholders. I am motivated to think about the lesson plans further and adapt them to our students."

"With these handbooks, I like the approach of not having complicated theories, but lesson plans that are close to the students. Topics are from the everyday world so they are appealing to the students. I am truly impressed. These handbooks are a treasure box for teachers with plenty of good ideas and supporting materials!"

"The handbooks are very practical and practice-oriented and they are motivating and inspiring for teachers! They provide a great foundation for teachers to build on."



**07. OUR LEARNINGS  
FROM OUR TEACHER  
HANDBOOKS PILOT**



After piloting our “Food Missions” and “Food Careers” handbooks in 2022 and collating feedback from teachers that used them, we identified several takeaways. We will take these learnings to adapt our programme for 2023 and beyond.

### **Learnings include:**

- To adjust lesson durations, to enable teachers to use activities for a part of a lesson or the entirety of a lesson.
- To enhance experiential elements of the lesson plans to ensure activities are interactive and encourage participation from all students in-class.
- To strengthen the links between lessons and food careers, so that students understand how food system topics relate to a variety of jobs.
- To consider how we can align our educational material with national curricula in each country.
- To support teachers in becoming more confident to bring to their classes the topics of food, health and sustainability.



**08. OUR CAREER  
DAYS IN 2022**

In 2022, we organised career days across Europe, including in Latvia, Spain, Denmark, Portugal and the United Kingdom. Our aim was to educate children about the significance of food in modern life and why we need to transform our food system to help us achieve the UN Sustainable Development Goals.

Career Day in Denmark - Lindevangskolen



Career Day in Scotland – Glasgow Science Centre



Career Day in Portugal - Ceidss  
Centro de Investigação



During these careers days we raised awareness of the knowledge, skills and attitudes in demand in the food sector and showcased different jobs that require innovation and entrepreneurship to address global food system challenges. We highlighted the importance of STEM-based and vocational skills in different agrifood careers to inspire children that there are lots of opportunities to work in the food sector.

**IN TOTAL WE REACHED OVER 1,000  
CHILDREN THROUGH OUR CAREER  
DAYS IN 2022.**





**09. SPOTLIGHT ON OUR  
“LOS SALVACOMIDAS”  
ACTIVITY**





**10. SUPPORTING  
TEACHERS INTO 2023  
AND BEYOND**

After successfully launching our Food Educators programme in 2022, that reached **382 TEACHERS AND 39,354 STUDENTS\***, we are expanding our reach and engagement into 2023.

In 2023, Food Educators will work on extending its reach.

Our focus will be on **researching, synthesising, enhancing and testing existing materials** and developing new exciting materials where needed. We will also be **hosting national competitions** and **introducing our programme at science events** across Europe to engage children in healthy and sustainable food systems and inspire teachers to use our resources in-class.



Early in 2023 Food Educators team met in Bilbao, Spain to align on vision and strategy. The team also tested the experiential approach of the program by creating plant-based milks together.

\*Of the total, 285 teachers and 37,231 students are from the activity “Los Salvacomidas” and 97 teachers and 2123 students from the Food Educators activities. 27





An exciting activity we will continue in 2023 will be **Career Days** which we host in different countries across Europe. This involves **schoolchildren visiting work premises in the food system**, such as farms, factories or laboratories to learn about different careers in a real-life setting.

Different companies will have the opportunity to talk about the **career opportunities they offer** to students and young professionals and inspire them to **consider working in their sector**.



## Other innovative food education concepts to pilot in 2023!

In 2023, EIT Food revealed the results of a “Proof of Concept with Societal Potential (PoC)” call for consortia to test activities that have the potential to achieve societal impact. We are pleased that 3 PoC’s have been selected in 2023 that align with the mission of our Food Educator’s programme! These include 3 activities called “Food Science Web”, “Plant-based Kitchen Adventure” and “Education Toolkit”. We look forward to learning the results of the feasibility studies for these activities and how they can align with our programme in the future!

Learn more about the [Food Science Web](#), the [Plant-based Kitchen Adventure](#) and the [Education Toolkit](#) [here](#).

Learn more about [Career Days](#) [here](#).

Overall, throughout 2023 we hope to establish our programme as the place to go to find quality resources for food education for the coming years and beyond!





# **11. MEET OUR TEAM!**

The Food Educators team includes a range of experts from across several organisations in Europe. We are all motivated to drive the success of the programme and to inspire students to be the future leaders that our agrifood system needs. Meet us below!



Youth Mission Kick off meeting  
2023 - Bilbao, Spain

Click [here](#) to see the launch video of the Food Educators

## Our team explains why they are working on the Food Educators programme!



“Food education is so important for our future generation to be a conscious consumer, to understand and have trust in our food system to be able to make more informed choices and that’s why we’re incredibly proud to be working with EIT Food on this programme”, **Carl Edwards, Director of Education and Public Engagement at LEAF.**



“Food education is important because food is the basis of our life and our health. To be able to enjoy our life in full we need to understand how to enjoy food. Schools are an important place to learn these life skills and teachers can help to achieve the maximum benefits possible for students”, **Eliska Selinger, Medical Doctor, PhD Student and Researcher in Nutritional Epidemiology.**



“I’m here to co-create the tools and methods that we can provide to food systems game-changers including teachers and parents. We want to help them to inspire the next generation of consumers, including kids and teenagers, to be able to make sustainable consumer choices and enjoy healthy eating habits”, **Iwona Kieda, Communication and Public Affairs, Institute of Animal Reproduction and Food Research at the Polish Academy of Sciences.**

### EIT Food

- Vivien Bodereau
- Fabienne Ruault
- Laura Elphick
- Maria Joao Soares
- Miriam Saste

IAR & FR PAS (Institute of Animal Reproduction and Food Research of the Polish Academy of Sciences) in Poland

- Iwona Kieda
- Justyna Banasiak

LEAF (Linking Environment and Farming) in the United Kingdom

- Carl Edwards
- Tabitha Salisbury
- Philip Adams

### Climate Smart

#### Elephant in Hungary

- Viktoria Soos
- Laszlo Jaczenko



Co-funded by the European Union

Sabri Ulker Foundation in Turkey

- Özge Dinç
- Özlem Üliç Çatar

AZTI, a non-profit technological research centre in Spain

- Elena Santa Cruz

Independent Freelancers

- Dr. Keren Dalyot
- Dr. Eliska Selinger

Matis, a biotech R&D company in Iceland

- Þóra Valsdóttir

**Stay up-to-date with Food Educators!**

Join our community!

## About EIT Food



EIT Food is the world's **largest and most dynamic food innovation community**. We accelerate innovation to build a future-fit food system that produces healthy and sustainable food for all.

Supported by the European Institute of Innovation and Technology (EIT), a body of the European Union, we invest in projects, organisations and individuals that share our goals and vision for a healthy and sustainable food system. We unlock innovation potential in businesses and universities and create and scale agrifood startups to bring new technologies and products to market. We equip entrepreneurs and professionals with the skills needed to transform the food system and put consumers at the heart of our work, helping build trust by reconnecting them to the origins of their food.

We are one of nine innovation communities established by the European Institute for Innovation & Technology (EIT), an independent EU body set up in 2008 to drive innovation and entrepreneurship across Europe.

Find out more at [www.eitfood.eu](http://www.eitfood.eu) or follow us via social media:





Co-funded by the  
European Union

# FOOD EDUCATORS: 2022 ACTION REPORT

