

Building capacity for teacher development and future school food and nutrition education



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Overview

- Global Context of School Food and Nutrition Education– the bigger picture
- Capacity Building:
 - Improving the status of food education
 - Regular continuous and coherent food education
 - More teachers and more classroom support
 - Building a Community of Practice
 - Plan based on globally recognised Curriculum Threads
 - Joined up policies



Setting the Context – Global to Local, Local to Global

UNITED NATIONS DECADE OF **ACTION ON NUTRITION**



2016-2025



HM Government

Childhood Obesity

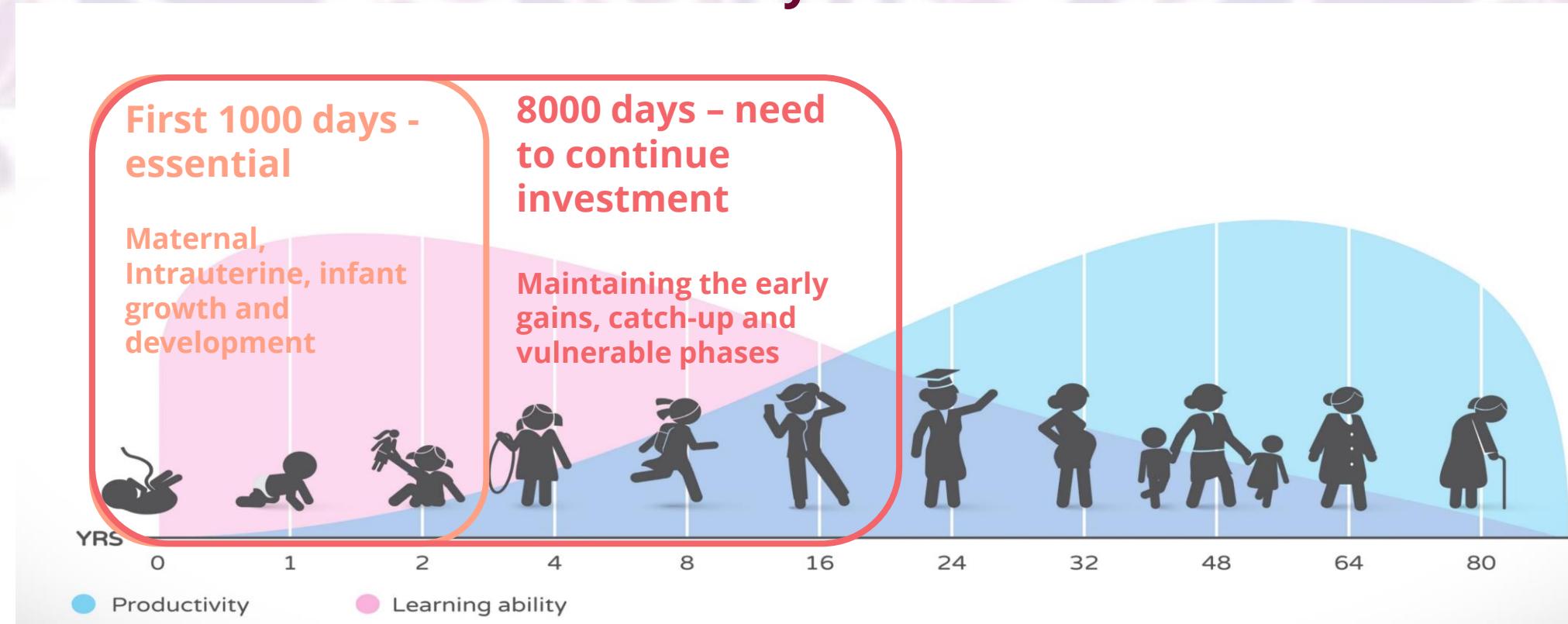
A Plan for Action

August 2016



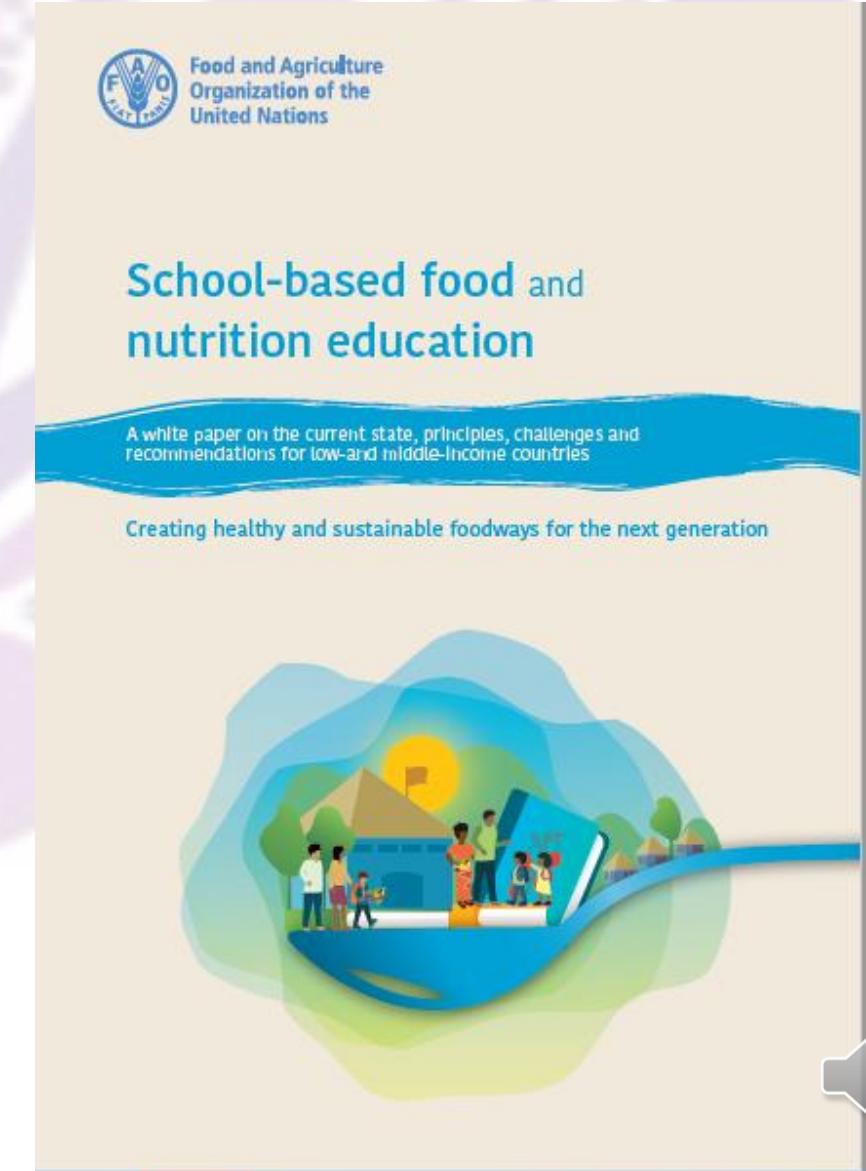
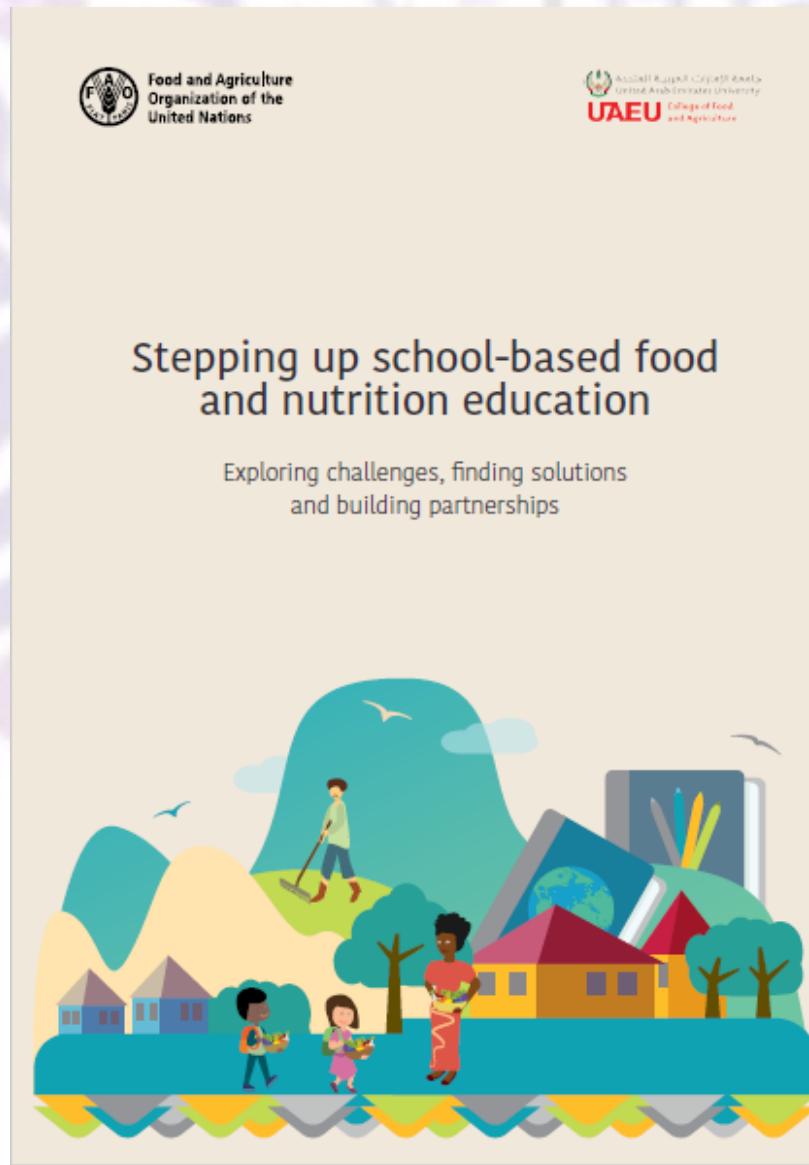
Importance of the first 8000 days of life

Promoting health, well-being and education throughout the first 8,000 days of life



Source: Shutterstock.com

Global working group – White Paper



Food Education and the bigger picture



Source: FAO, 2019b



Principles of Effective School Food and Nutrition Education

Table 2. Results from the voting activity on the most essential principles for effective school-based food and nutrition education (SFNE)

Principles SFNE should...	Votes (#)
Be based on the situation on the ground in terms of nutrition issues; diet and food practices; children's knowledge, attitudes, practices and perceptions; motivations and influences, resources and obstacles	13
Involve all those who directly influence children's food practices and outlooks, in particular the family, the school as a whole, teachers and the community	11
Extend into a whole-school food policy through e.g. educational links with school activities, announcements in assembly, displays in classrooms, open days, sports events and food available on the premises	11
Call on processes of learning and behaviour change, skills learning, experiential learning and life skills	10
Ensure that children develop targeted competencies by acting, reacting and interacting in real-life settings	8
Be low cost, easy to run and easily replicated	8



Healthy Food Environment and School Food

The Global School Meals Coalition

Goal

Every child has the opportunity to receive a healthy, nutritious meal in school by 2030

Objectives

1

Restore what we had (by 2023):
Support all countries to re-establish effective school meal programmes and repair what was lost during the pandemic

2

Reach those we missed (by 2030):
Reach the most vulnerable, in low and lower middle-income countries, that were not being reached even before. Increase efficiency of programs to enable countries become more self-reliant.

3

Improve our approach (by 2030):
Improve quality and efficiency of existing school meals programmes in all countries by facilitating a healthy food environment and promoting safe, nutritious and sustainably produced food, diverse and balanced diets linking to local and seasonal production, where appropriate.

Commitment from many countries to the Coalition

61 countries have signed Declaration of Commitment / expressed intent to do so

African Union, Finland, France, Guatemala, Honduras, Rwanda, Senegal, Sweden, USA, Angola, Argentina, Benin, Bhutan, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Chile, Colombia, Denmark, Dominican Republic, DRC, Egypt, El Salvador, Ethiopia, Gambia, Germany, Guinee, Guyana, Kenya, Lesotho, Liberia, Madagascar, Mali, Mauritania, Monaco, Morocco, Namibia, Nepal, Niger, Norway, Pakistan, Panama, Philippines, Republic of Congo, Spain, Somalia, Timor-Leste, Iceland, Russia, Hungary, Italy, Kuwait, Luxembourg, Netherlands, Poland, Slovenia, South Africa, Thailand, Turkey

50 partners have signed Declaration of Commitment / expressed intent to do so

ADRA, Alliance of Bioversity International and CIAT, Andre Food International, AUDA/NEPAD, AVSI, Breakfast Club of Canada C40, Canadian Coalition for Healthy School Food, Catholic Relief Services, Chefs Manifesto SDG2Hub, Childs Destiny and Development Organization, City of Milan, Copenhagen Business School, Dubai Cares, EAT, ECW, Education Commission, FAO, Food for Education, Food For Thought, Gain, GCNF, Global Partnership for Education (GPE), Graca Machel Trust, IFAD, IFPRI, International Rice Research Institute – CGIAR, JAM International, Kitchen Connection, London School of Hygiene and Tropical Medicine, Mary's Meals, Northumbria University, OSAA, OXFAM, PCD, Plan International, Save the Children, The Africa Rice Center, The Global Food Banking Network, UN Nutrition, UNESCO, UNICEF, University of Leeds, University of Toronto, USA Food Systems for the Future, War Child, WHO, World Fish Malaysia, WFP, World Vision

From Macron to Marcus



[Marcus Rashford: Food voucher campaign changed government policy](#)

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Learning Adjusted Years (LAYS)

Learning: Learning adjusted years of schooling (LAYS): the new metric used by policy makers to select which interventions will be most cost-effective in improving learning



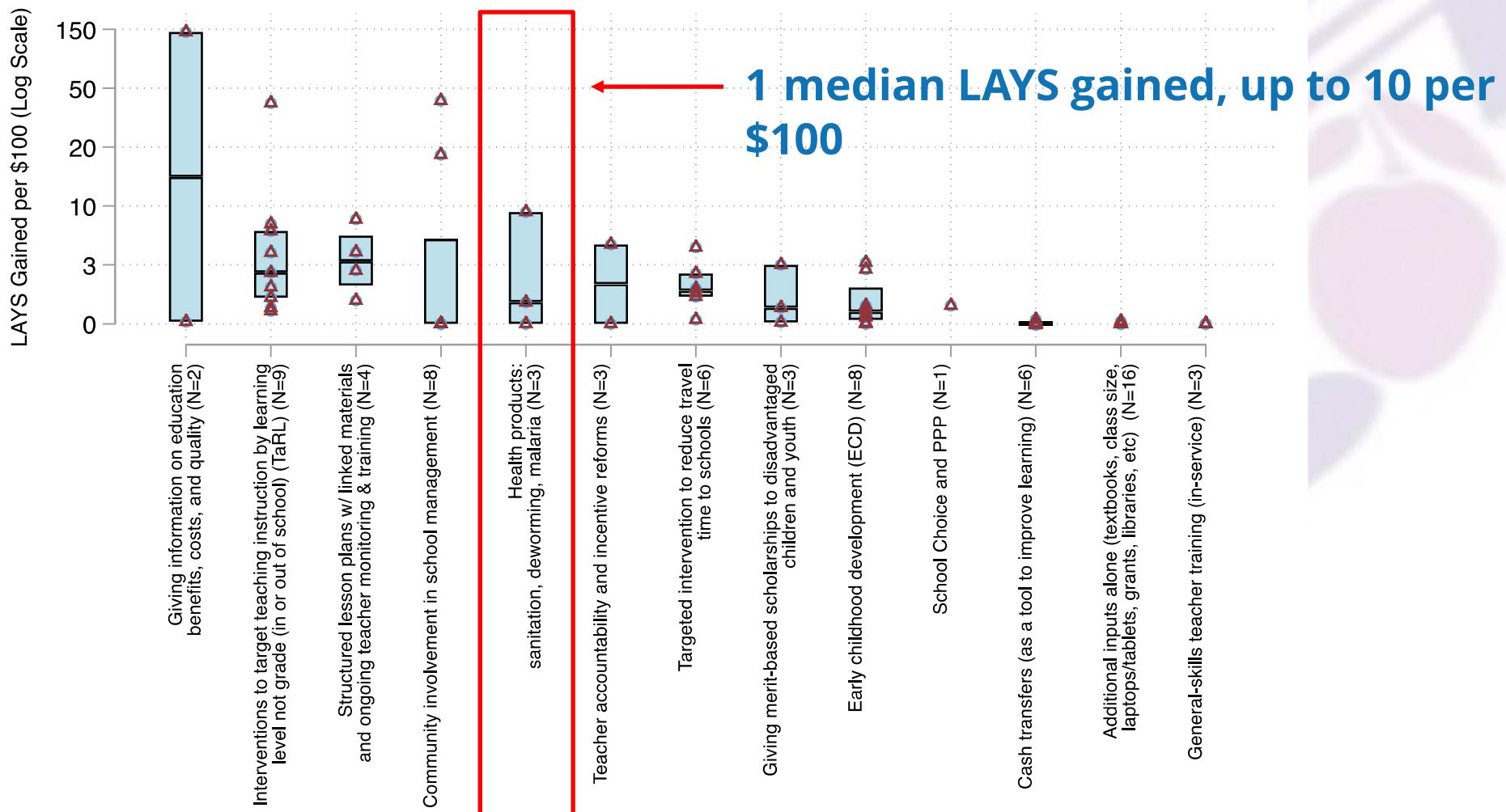
**COST-EFFECTIVE APPROACHES
TO IMPROVE GLOBAL
LEARNING**

What does recent evidence tell us are “Smart Buys”
for improving learning in low- and middle-income countries?

Recommendations of the Global Education Evidence Advisory Panel



Return on investment in Health



Value for Money – school food and school education programmes

Value for Money: Benefit-cost analysis of school meals and school health programmes.

Guidance for Policy Makers: The costs and economic returns from national school health and nutrition programmes operating at scale, at global, regional and national levels.

Partner agencies:

African Union Development Agency

South African Development Centre Technical Committee on Care and Support for Teaching and Learning (CSTL)

Government of Malawi

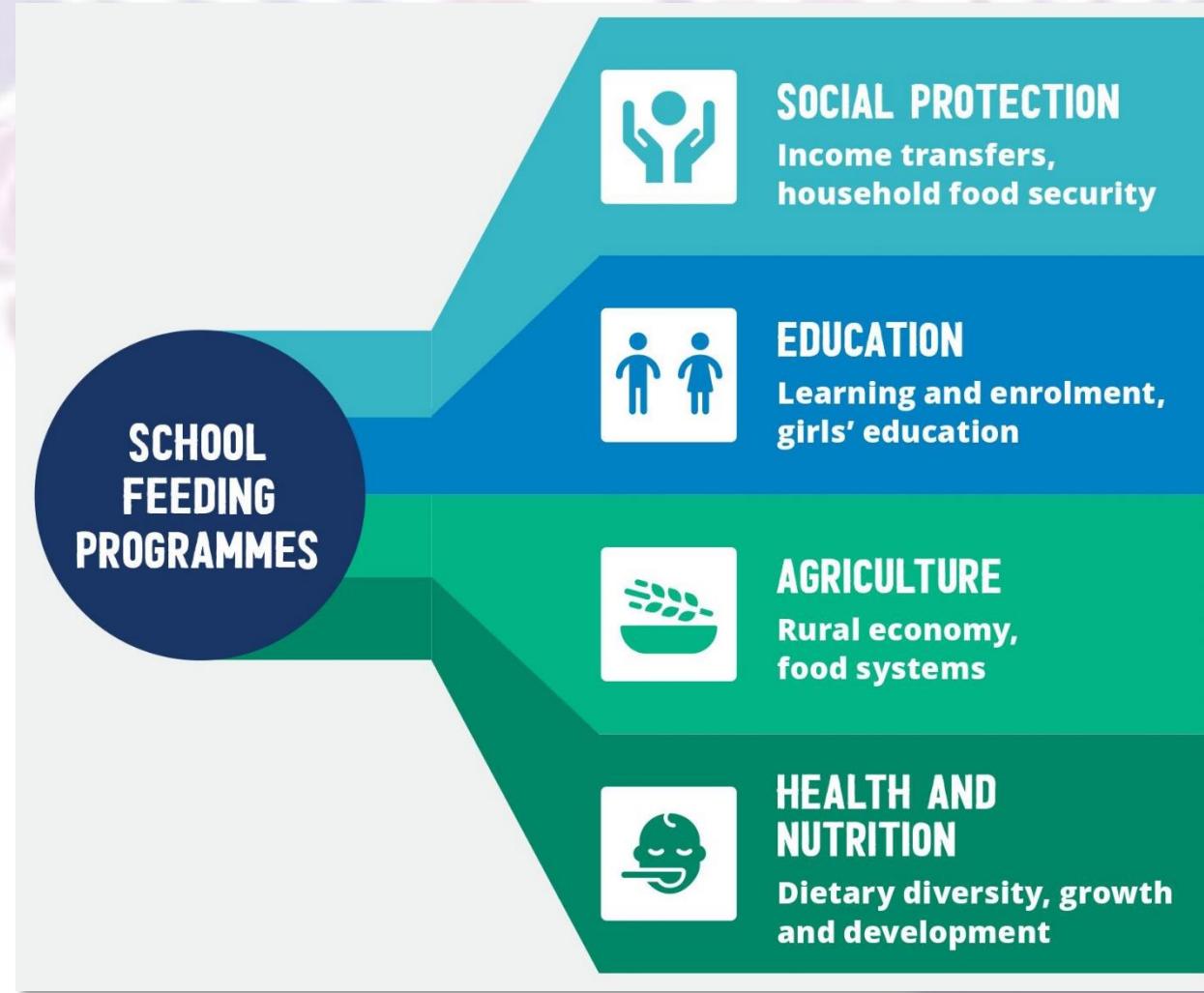
Harvard School of Public Health

World Food Programme

Research Consortium for School Health and Nutrition



School Meals Benefits Many Sectors, Including the Local Economy



Efficient programmes yield returns of up to **USD9** for every **USD1** invested.

2,000 jobs created per **100,000** children fed



Link between pupil health, wellbeing and attainment

 Public Health England
Protecting and improving the nation's health

The link between pupil health and wellbeing and attainment

A briefing for head teachers, governors and staff in education settings



NAHT
FOR LEARNERS, FOR LEARNERS

November 2014

 Department for Education

Design and technology programmes of study: key stage 3

National curriculum in England

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Schools are not required by law to teach the example content in [square brackets].

Published: September 2013

 Department for Education

Food preparation and nutrition

GCSE subject content

February 2015



New curriculum and standards from 2014

Make home economics mandatory to tackle child obesity, teachers say



- 2014 D&T Food: Cooking and Nutrition **compulsory KS1-3** *for all schools that follow the national curriculum*
- 2016 New **GCSE Food Preparation and Nutrition, Vocational Awards Hospitality and Catering**



Whole School Food response - school food champions

School Food Champions Programme



Champions for good food in our school

PUPILS
Designing and choosing to eat new lunches



TEACHERS
Teaching pupils about healthy food choices



HEAD
Leading new school food culture



SCHOOL FOOD CHAMPION



Because pupil's well-being is our priority

PARENTS/CARERS
Supporting their children in eating a healthy lunch



FOOD TEACHER
Supporting good food across the school



GOVERNORS
Making good food a priority for pupil health and wellbeing



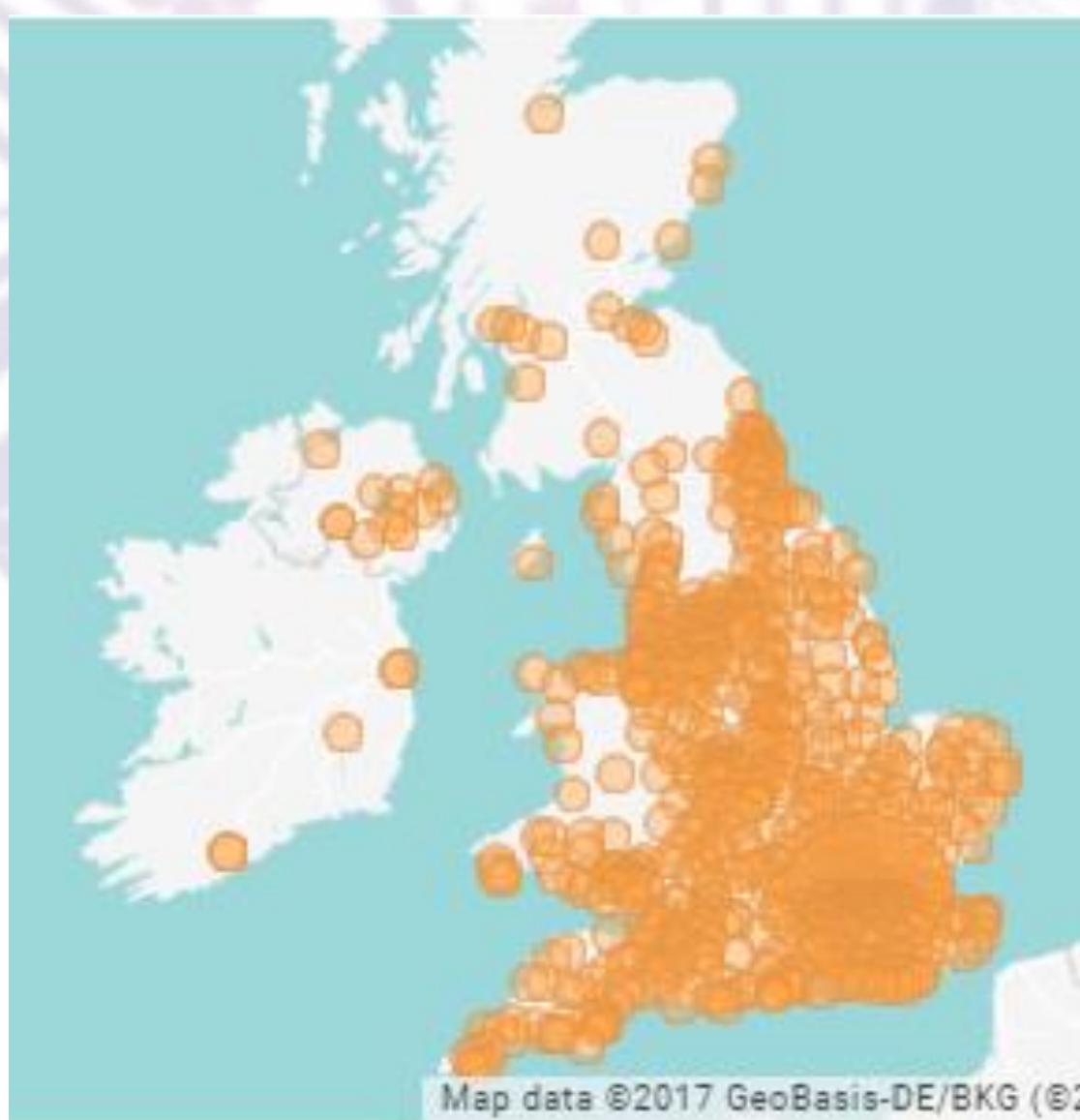
CATERING MANAGER
Providing appealing and tasty lunch choices



D&T **Food for Life** **Food** **Nutrition** **easier** **Department for Education**



How can we build capacity to make a difference?



7,500 teachers
6 million children

With 60,000 young
people each year
taking a GCSE/ level
2 exam.



1. Improving the status of the food education

“ ...nutrition education in general and particularly in schools has an extraordinarily low profile. Where it is part of the curriculum, we are not even sure how it is implemented because there is no monitoring, evaluation, evidence, or sharing of information... We need to convince governments, donors and educators, and the entire education system of what nutrition education can do in schools, what is the long-term potential and why they should invest in effective models **”**



We welcome the OFSTED Subject Review for 2021-22

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20 September 2021

Mrs Sharon Hodgson MP
Member of Parliament for Washington and Sunderland West
Chair, All-Party Parliamentary Group on School Food

Sent by email to: sharon.hodgson.mp@parliament.uk



Christopher Russell HMI
National Director, Education

On research reviews, we began publishing a series of these in April 2021, to collate currently available research evidence about different subjects. We also plan to publish subject reports to set out what we have learned about the state of the nation when it comes to the quality of school curricula in a range of subjects. Currently, the position of Subject Lead for Design and Technology is vacant, and we have not yet appointed a candidate to fill the role. Nevertheless, Ofsted does intend to carry out a review of research in the subject of 'Design and Technology: Food' in the coming academic year.



Demonstrate results of food education – what can we learn?

"If you do not measure results, you cannot tell success from failure; if you cannot see success, you cannot learn from it; if you cannot recognize failure, you cannot correct it; if you can demonstrate results, you can win public support."

-Osborne & Gaebler



2. Regular, continuous and coherent food and nutrition education

Table 1. Various types of SFNE programmes/interventions

Type of SFNE programme/intervention	Description and examples	Potential for impact
Part of the mainstream school curriculum	<p>SFNE can be integrated into the curriculum as a stand-alone subject, across various subjects or within one subject (e.g. health, home economics, biology, etc.).</p> <p>It can also be made available for specific grades or for all age groups.</p> <p>Usually, this type of intervention is most likely to be sustained as it is institutionalized and can involve a wide range of food and nutrition learning targets and activities.</p>	<p>The potential for impact is very high if the SFNE curriculum responds to nutrition needs, aims at practices and outlooks as well as at knowledge, is developed from year to year, is supported by parents, and is reflected in the schools' own practices and staff outlooks.</p>
Through projects within the curriculum, but focused on specific aspects of food and nutrition	<p>Aspects of SFNE are integrated into specific lessons (e.g. cooking or agriculture), or as topics for specific and time-bound school projects (e.g. children creating a school campaign to promote fruit and vegetable consumption, or adolescents presenting a research project on the environmental issues of specific food production or processing).</p>	<p>The potential depends on the linkages with school curriculum objectives, the regularity of exposure, the overall project or programme objectives and the approach.</p>
Through regular extracurricular activities (within the formal school system)	<p>SFNE is integrated into schools' normative extracurricular programmes (e.g. school gardens, sports, dance, cooking and health clubs).</p> <p>This type of intervention also includes schools' explicit food- and nutrition-related activities, such as recommendations on lunchboxes, messages in school assemblies, rules about food waste and handwashing, and children's presentations and posters on open days.</p>	<p>The potential for impact depends on aims, approach and regularity, and linkages with the school curriculum, as well as on other factors. For example, some elements are easy to establish and maintain, but those based on organized groups have to cope with challenges in finding and maintaining time, leadership and funding.</p>



Curriculum entitlement for all

“ I would like to see a situation where SFNE is available to all learners, because right now it is a subject only for certain needs ”



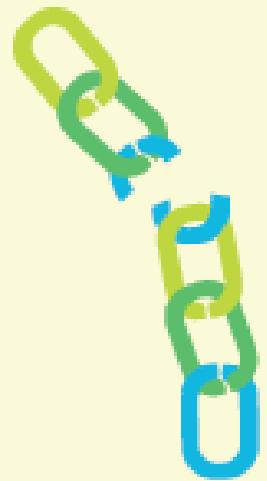
A bigger presence in the timetable

Box 4.3. Arguments for a regular, continuous and coherent school-based food and nutrition education presence in the timetable

- Developing SFNE competences involves purposeful sequences of activities leading to visible achievements, rather than one-off lessons scattered through several different subject areas.
- Since SFNE aims at real-life actions, every classroom hour can be matched by action at home or in other food environments.
- What matters is regularity and frequency. Even half an hour once a week can produce results.
- One or two high-priority, successful and memorable projects every year, implemented through the whole school, can be effective in building student capacity and community awareness.



Behaviour change and skills are needed as well as knowledge



Box 3.1. Misconceptions about SFNE

Many believe that:

- education influences food practices mainly by increasing knowledge in food and nutrition;
- all necessary knowledge can be learned in the classroom; and
- not much classroom time is needed to cover the basic facts of good diet and nutrition.



3. We will need more teachers and more classroom support



More than training individuals

“...we are working on a SFNE capacity development model, which goes beyond training individuals, because if we train individuals and don't look at their enabling environments or the organizations they working in, they are not going to be able to put in place the strengthened skills and capacities”



Professional development and capacity building are vital

In general, capacity development efforts are usually far too short and isolated or one-off in nature (in part because they may depend on outside budgets), focus mostly on presentations and talks (rather than on-the-job practice and experiential learning for the long term), are not evaluated, and are rarely enhanced by discussion, reflection, modelling, mentoring and repetition – all of which are essential to changes in practice.



A Community of Practice – supported by professional bodies

Using staff sharing, cascade training and self-supporting networks (whether face-to-face or online) to extend reach, maintain motivation and create sustainability. Moderated online communities, for instance, can provide self-sustaining and low-cost leadership and support mechanisms to share best practices and resources, offer assurance and advice to those who need it, and create momentum (Bright Ideas Food and Health Consulting, 2018).

Planning teacher support in conjunction with professional bodies or associations (such as nutrition associations and specialized teacher groups), that can play an ongoing role in developing policy, planning curricula, writing training resources, delivering teacher education (pre-service and in-service), providing mentoring and managing accreditation processes.



On-line sustainable communities and supporting organisations



Innovative ways to support momentum and sustain training

“ ...we must look forward and think of how different channels might support the momentum and sustain training ... Because it's not just coming to workshops and having a bit of training and leaving people to go back into their schools. They need a community, a mechanism to exchange experiences and to discuss moving forward, or ways to overcome obstacles... ”



4. Plan based on globally recognised Curriculum Threads

Box 4.4. Curriculum threads for school-based food and nutrition education

- *Diet (food and drink)*: variety and balance, adequate drinking water and dietary needs;
- *Consumer awareness*: food sources, food production, food processing, environmental impact;
- *Food choice*: preferences, choices and influences on them (including cost and marketing) and informed choices;
- *Food labelling*: making use of labels in food choices;
- *Food preparation*: recognizing ingredients by taste, using equipment correctly, preparing foods in healthy meals, avoiding food waste and improving recipes;
- *Food safety*: hygiene in food preparation, food storage, date-marking and food safety risks;

(Food Standards Agency, 2016)



Clear competences

Box 3.2. Examples of target school-based food and nutrition education competences (practices and outlooks)

- Students see the risks of unbalanced, unvaried diets.
- Students plan positive changes in their diet, take action, monitor progress, and maintain change.
- Students can budget and shop for food with good nutrition in mind.
- Students pass on healthy food practices and outlooks to younger children at home.
- Students advocate for changes in food policy at local level.



Teaching principles

- **Bring it home** – personalise learning
- **Offer ownership** – give choices, generate pride
- **Pin it down** – real examples
- **Make it easy** – step by step, feasible
- **Practise talking about food** – a target competence
- **Interact** – share experiences, explore local practices



Connecting to local food systems, growing food, school meals

“...there is a need to rethink about the content and learning strategies used in traditional nutrition education ... improving how school educational opportunities are used to connect local food systems, garden-based learning, schools' meals and food environment with the establishment of healthy food habits in children and their families is key to promote health, diet and prevent all forms of malnutrition”



Head, hand and heart

The potential is vast. Today is not too soon to get started. When we integrate education for the head, hand and heart, children have an “I can” mindset and believe “change is possible and they are driving it”. (Design for Change, n.d.)



5. JOINED UP POLICIES: Health services, Healthy environments and food and nutrition education

“ The long-term solution is actually providing nutrition education and health education...and that goes with services, healthy environment and the policies ” about the relevance of nutrition education in schools ”



We must keep pushing....

“ ...it has taken years and years of hard work, pushing and promoting to actually get to the point of recognizing the importance of focusing on schoolchildren and recognizing that nutrition education should be available in all schools and for all children ,”



Thank you for listening



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