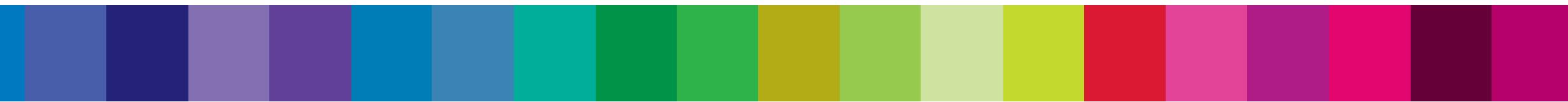


# *Ingredients for Success?*

Some insights from UK-wide research on the cost of food education



Dr Ernest Purvis



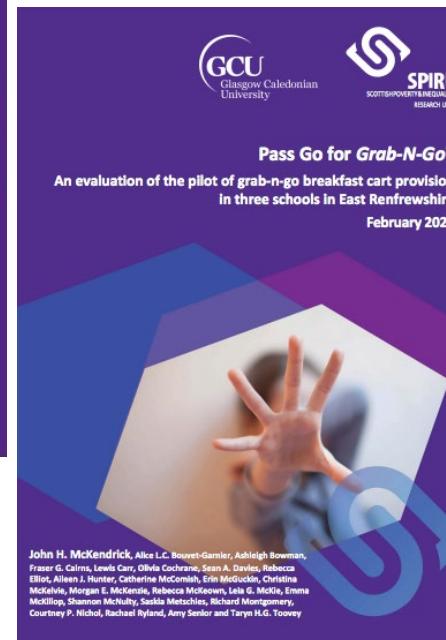
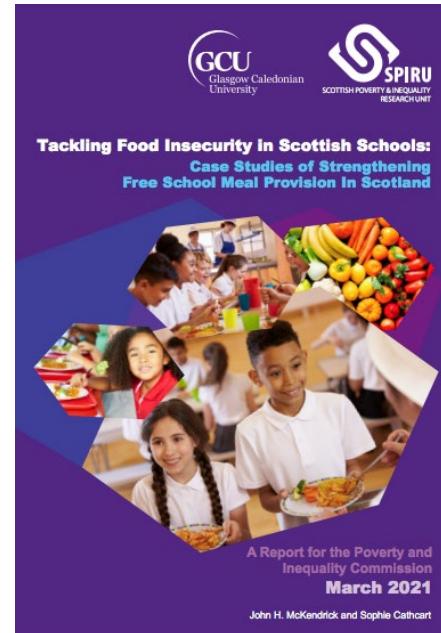
*British Nutrition Foundation*  
25<sup>th</sup> February, 2023

# Who we are and what we do

- Regional umbrella organisation for the Children's Sector
- Putting children at the centre of policy making in NI
- Tackling child food insecurity through the 'Gets Active' Project

Find out more: [www.ci-ni.org.uk](http://www.ci-ni.org.uk) / @ChildreninNI

# Recent interest in school food



# How we did it

Prompt from Lindsay Graham OBE (Poverty and Inequality Commissioner)

## Working closely with Project Steering Group

- Graeme Findlay, Scottish Qualifications Agency
- Tracy Johnston, Education Scotland
- Louise Davies, Food Teachers Centre
- Ernest Purvis, Children in Northern Ireland
- Lorna Nichol, Children North East (England)
- Ellie Liddell, Children North East (England)
- Ellie Harwood, CPAG (Wales)
- Georgina Burt, CPAG (England)
- Sara Spencer, CPAG (Scotland)

## Review of key literature

Survey in the late Autumn / early Winter of 2022

# What we asked

**Supplying Ingredients** (i) how many (ii) age stage (iii) which not [pupils asked to supply] – implications if don't – notice given – ready availability ingredients -information on sourcing)

**Financial Contributions** (i) how many (ii) how frequently (iii) which not [pupils asked to pay] – recommended amount – how much is amount – changed this year – how collected

**Equipment and Accessories** make other contributions (e.g., apron, containers)

**School Operations** school finance system – (i) who sources (ii) who shops (iii) budget (iv) changes to budget [for ingredients] – use own money to buy – status of technician support – implications of insufficient support

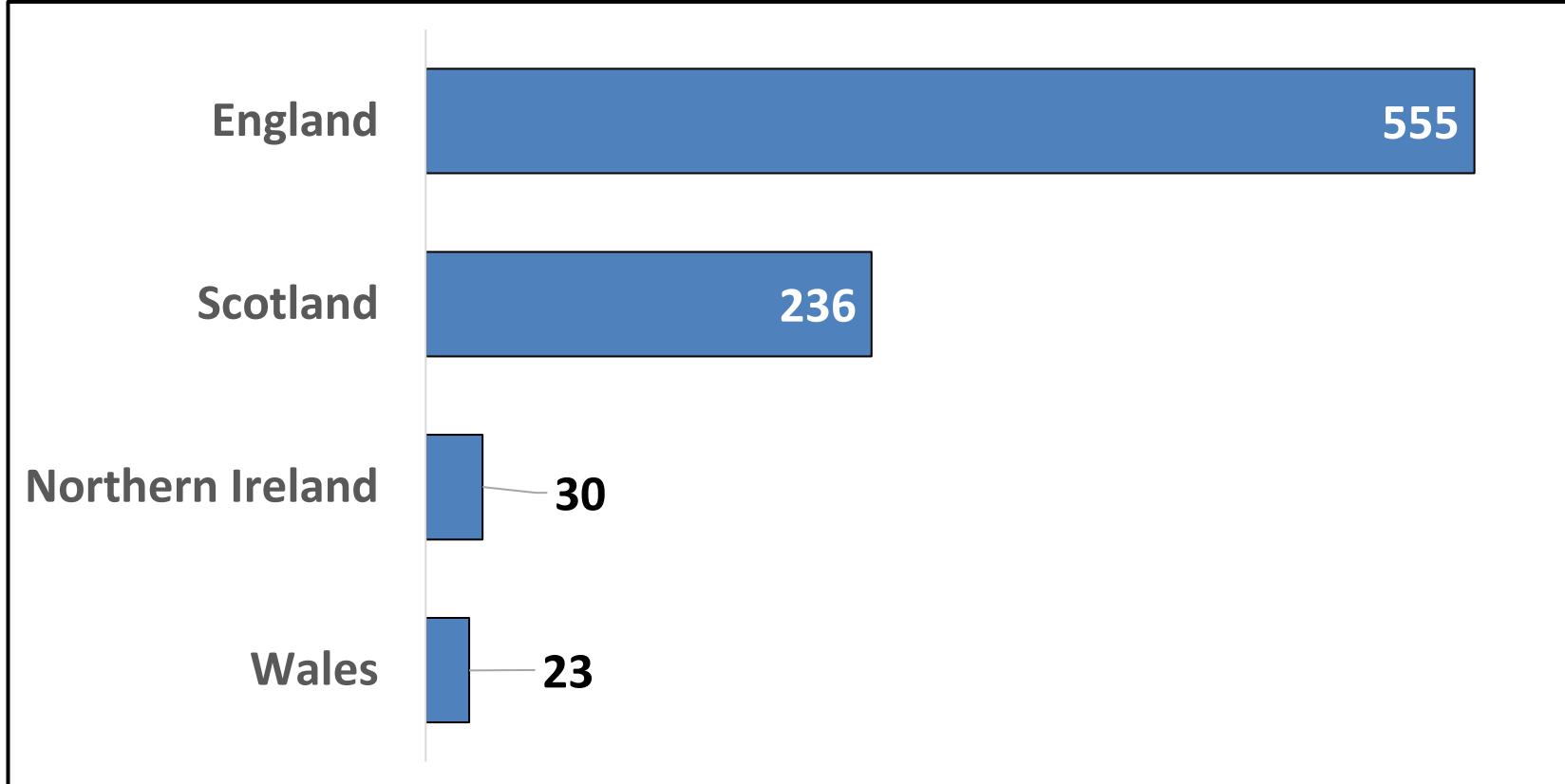
**Access to Food Education** qualifications offered – likelihood of FSM taking – (i) administration (ii) awareness [of exceptions to pay] – communicating with parents/pupils – perception of cost as a barrier

**Changes in this School Year** ten changes in classroom – changes to staff – changes in pupils - changes related to pupils and ingredients – changes related to pupils and financial contributions – broader changes in food education

**Food Education, food insecurity and well being –** should pupils contribute – (i) does it (ii) should it [tackle food insecurity] – actions preferred – closer links social subjects – closer links PE for wellbeing

**Perceptions of food education –** what five groups think of Food Education  
**(profile information)** – role – gender – length of time – entitled to FSM as a pupil

## Representation across the four UK Nations



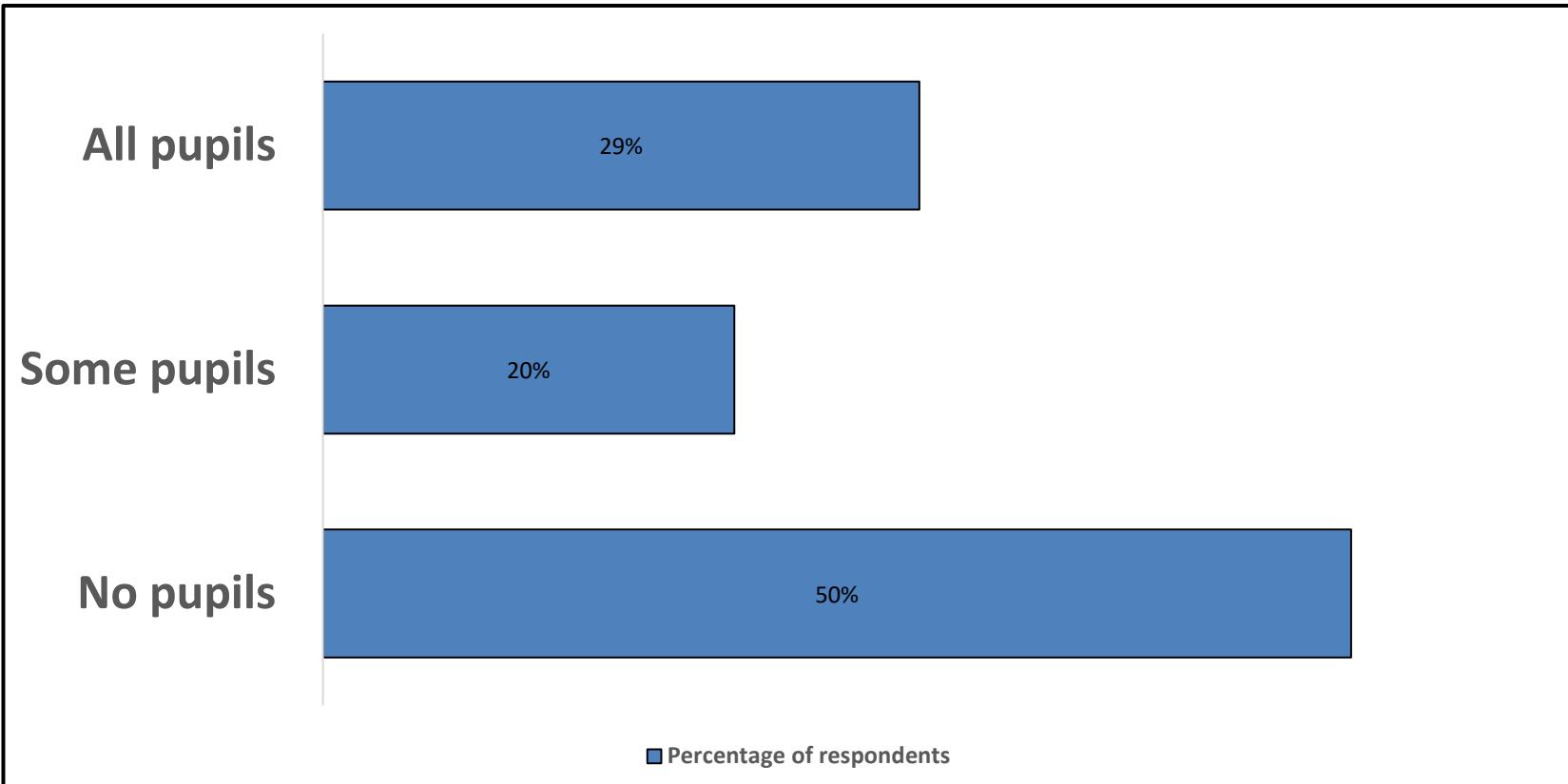
*Ingredients for Success*



# Some insights from *Ingredients for Success*

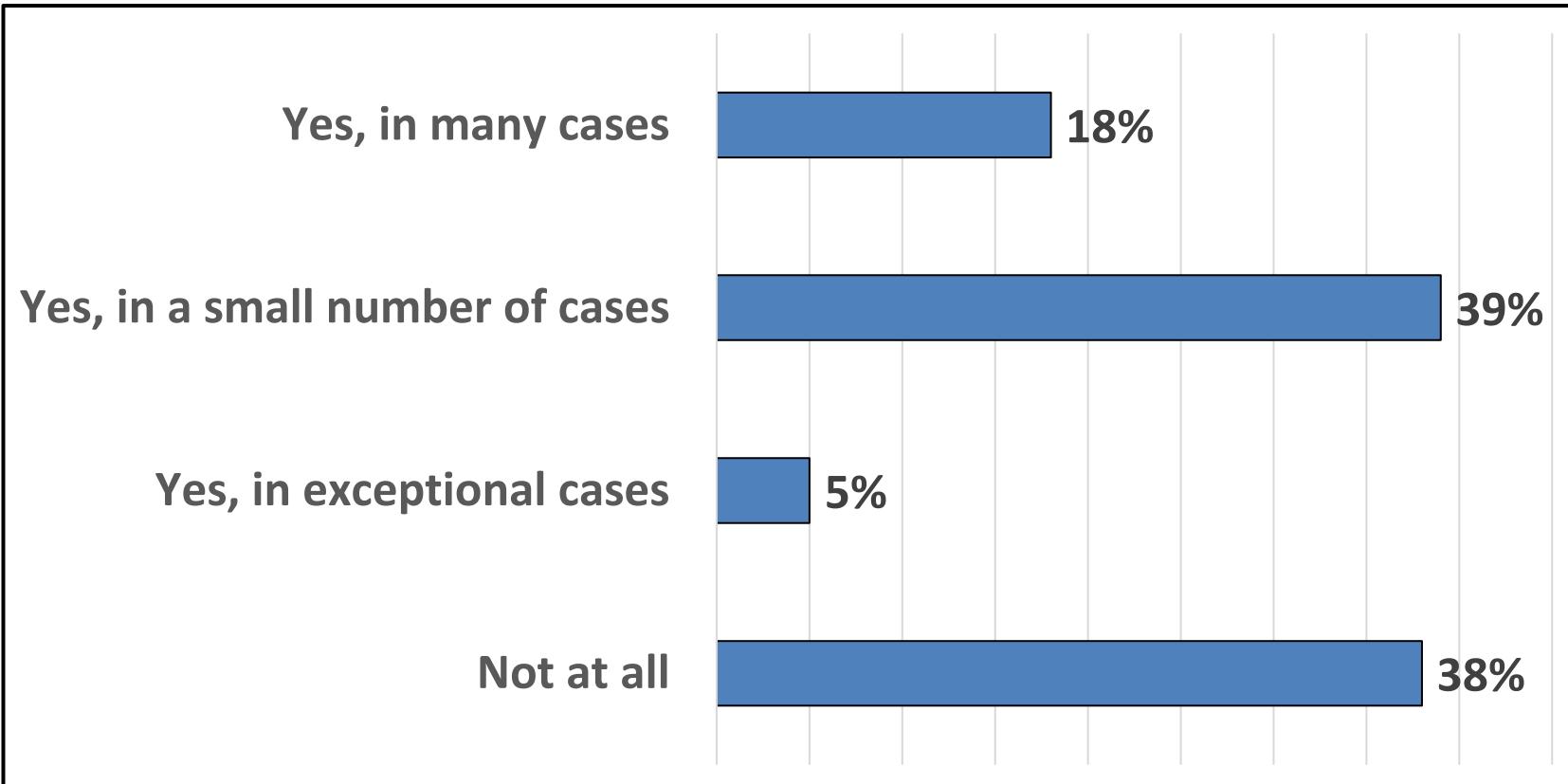


## How many pupils supply ingredients?



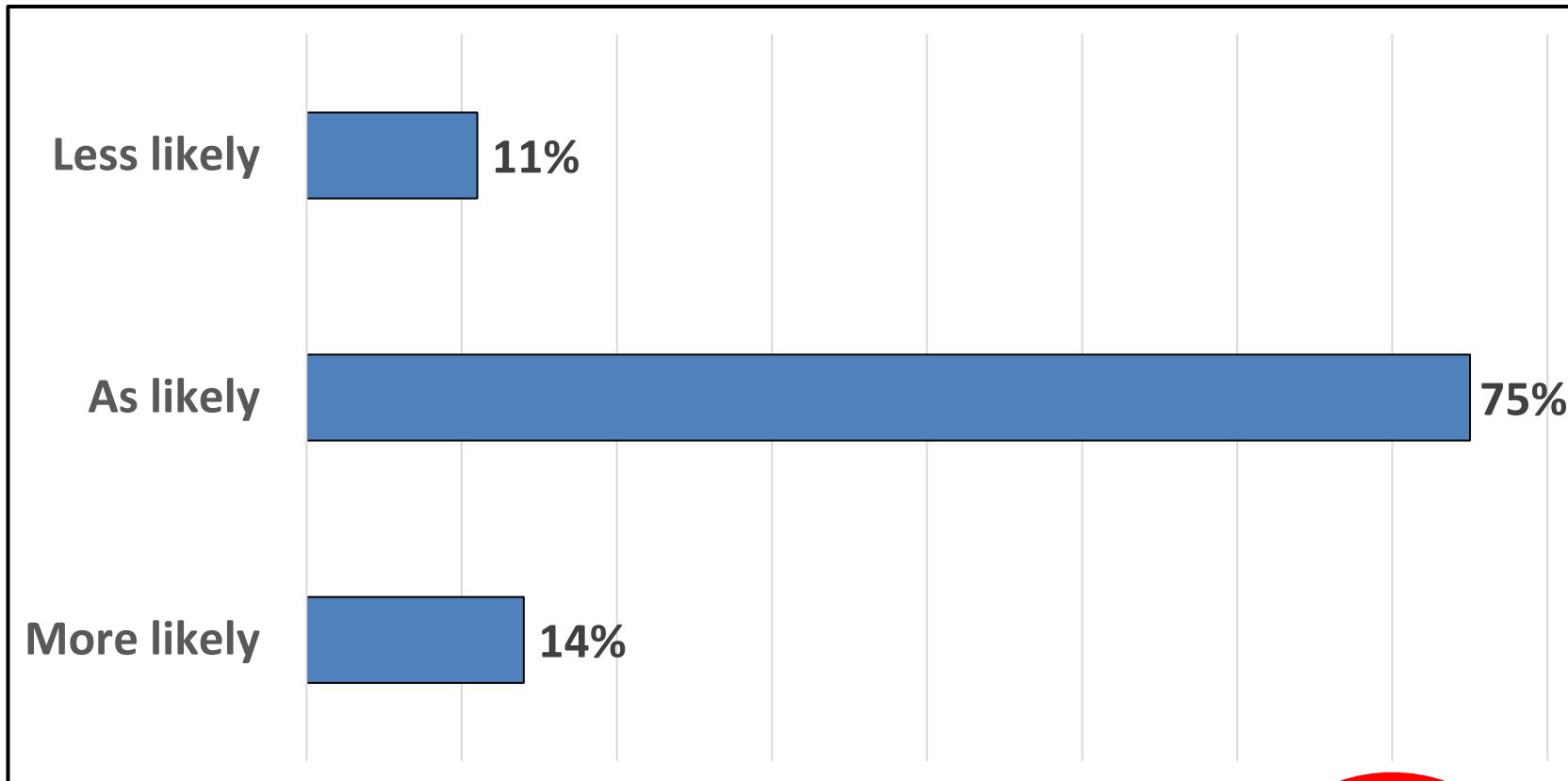
None: Scotland (98%) **N.I.(67%), England (28%), Wales (17%)**

## Is cost a barrier to participation?



Never: Scotland (77%) **N.I.(23%)**, England (22%), Wales (17%)

## FSM pupils more / as / less likely to choose as Exam Subject?



More: Scotland (28%), Wales (15%), England (10%), N.I. (8%)



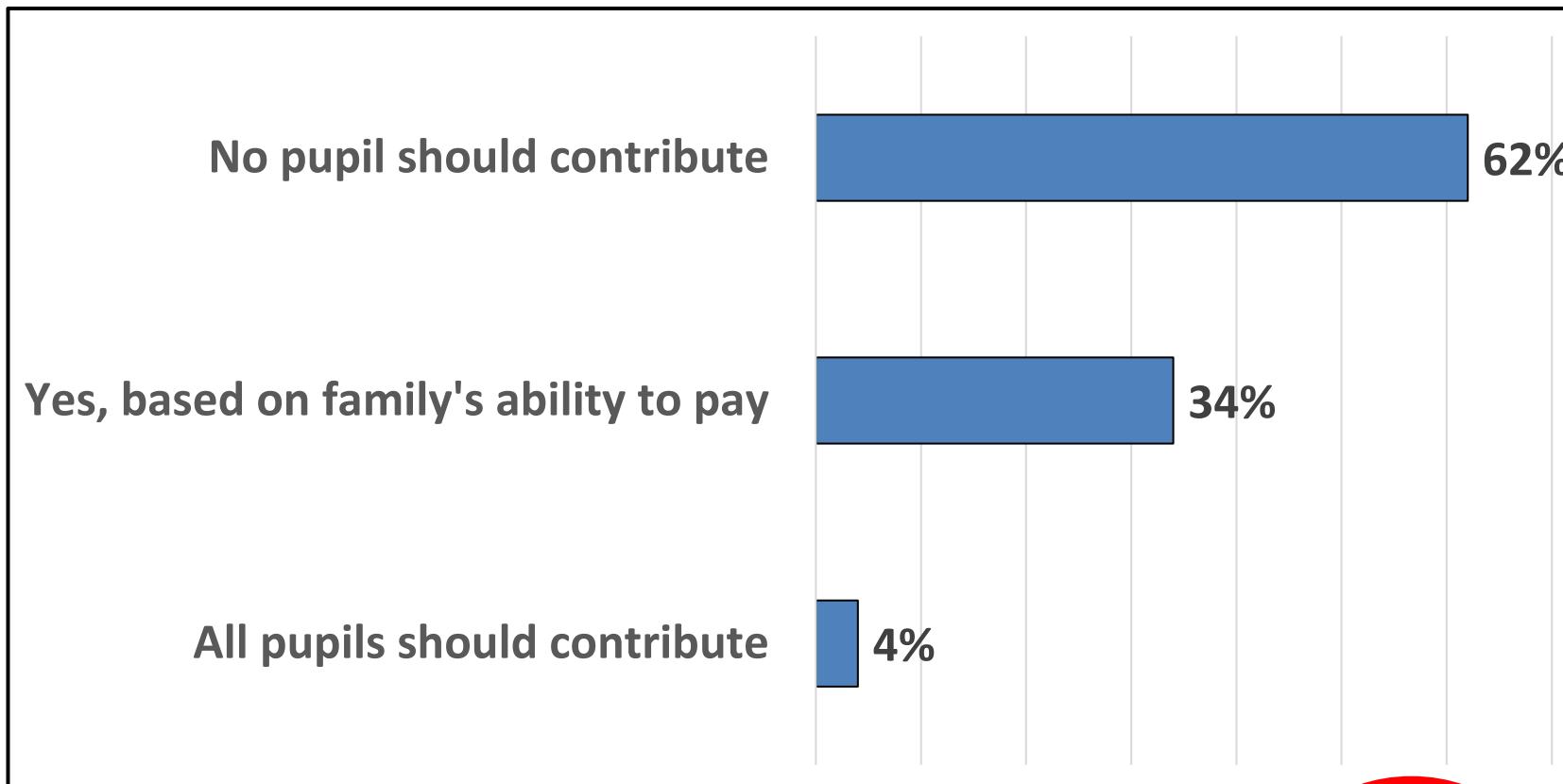
## What impact if pupils do not bring ingredients?

56%	Take part, school provides ingredients
35%	Parents notified that no ingredients were brought
32%	Observe, but do not do practical work
29%	Pupils penalised with loss behaviour/merit points
20%	Take part, if other pupils share ingredients
14%	Do not observe or do practical work
10%	Pupils sanctioned with detention
7%	If persists, pupils do not take part
5%	Take part, but do not take food home
2%	Take part as other pupils told to share ingredients
6%	Other

Cases: 516



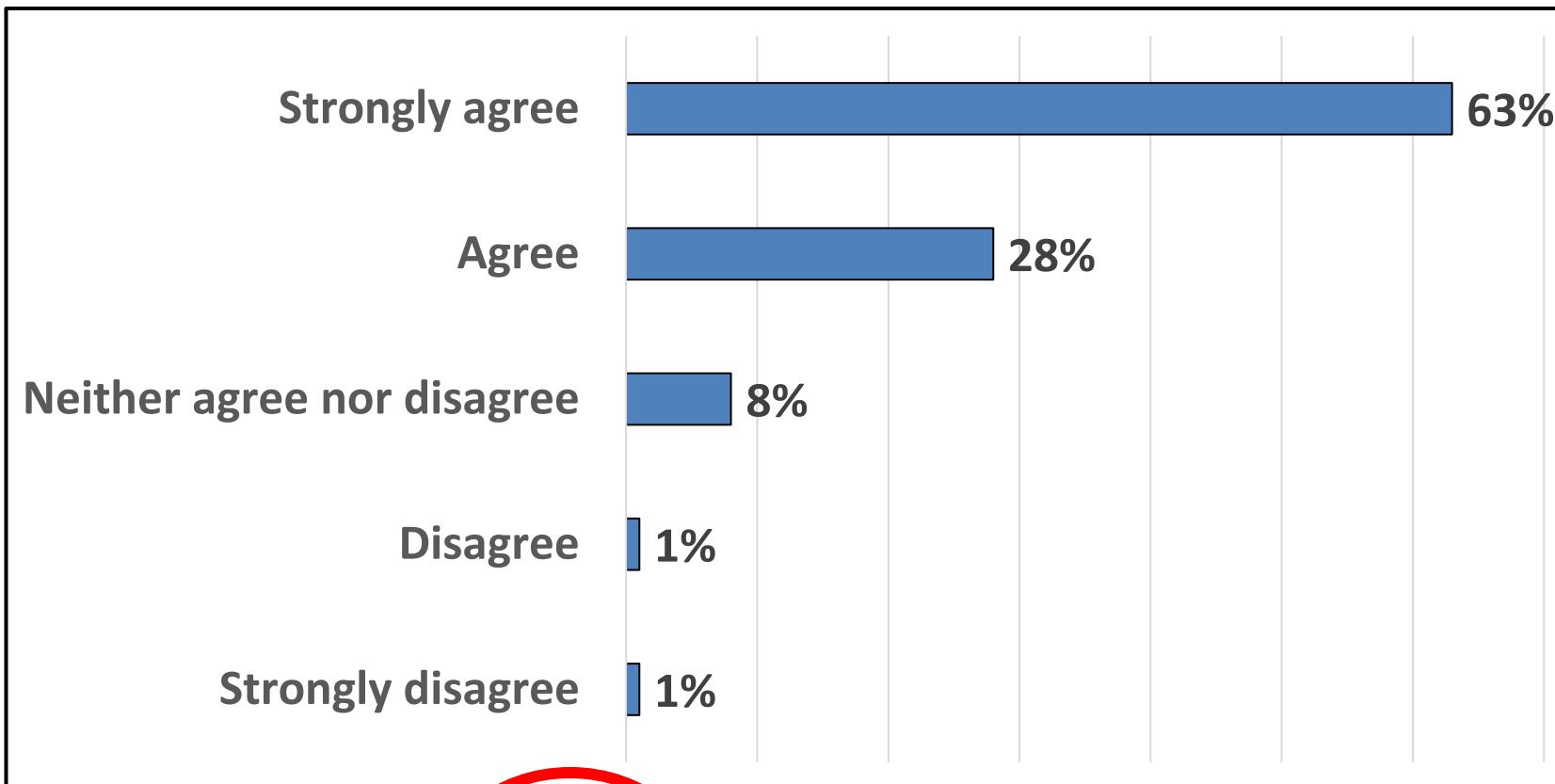
## Should pupils contribute to costs?



Some: Scotland (19%), Wales (29%), England (43%) N.I.(79%)

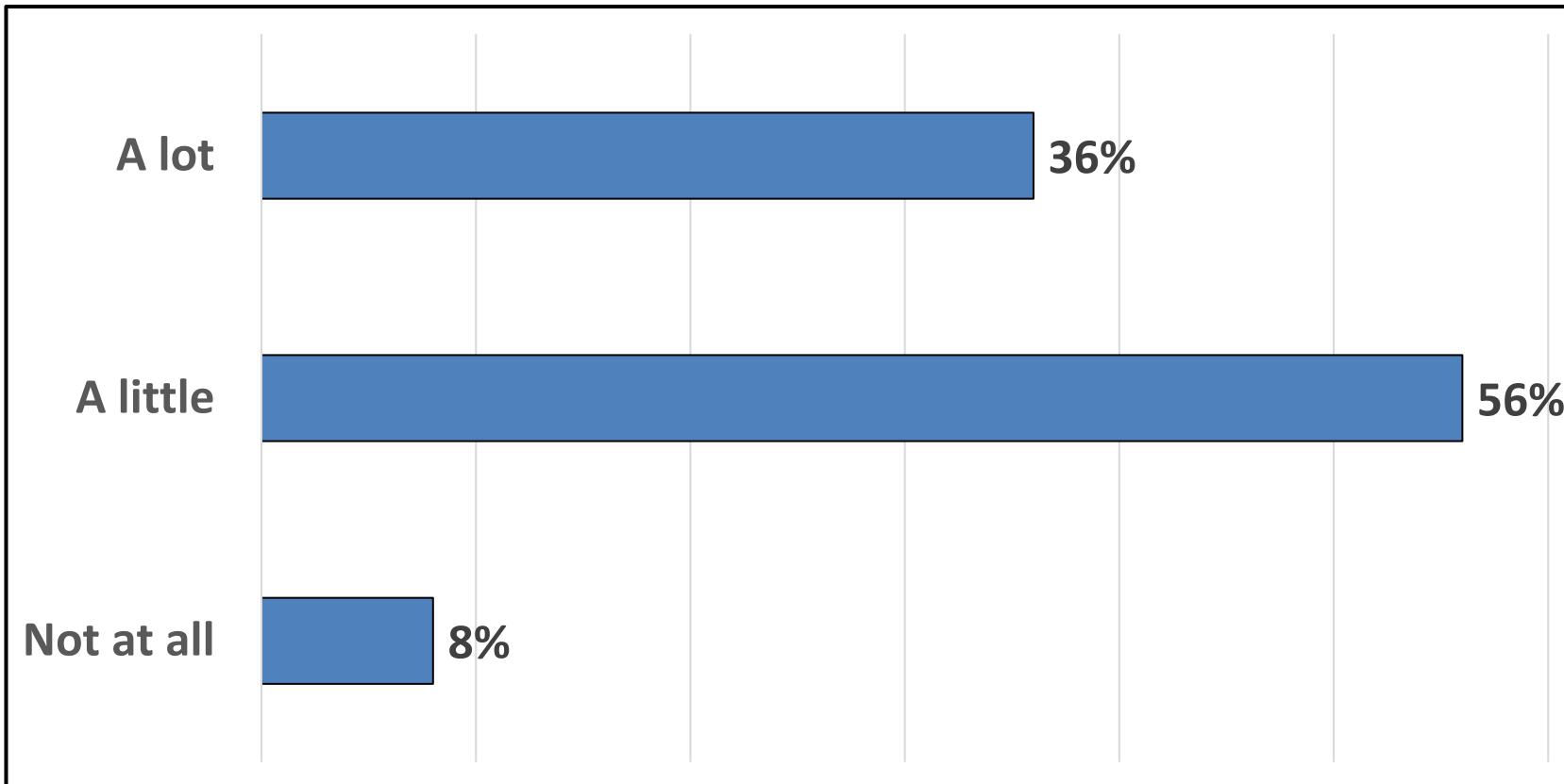


# Should food education have a role in tackling food insecurity?



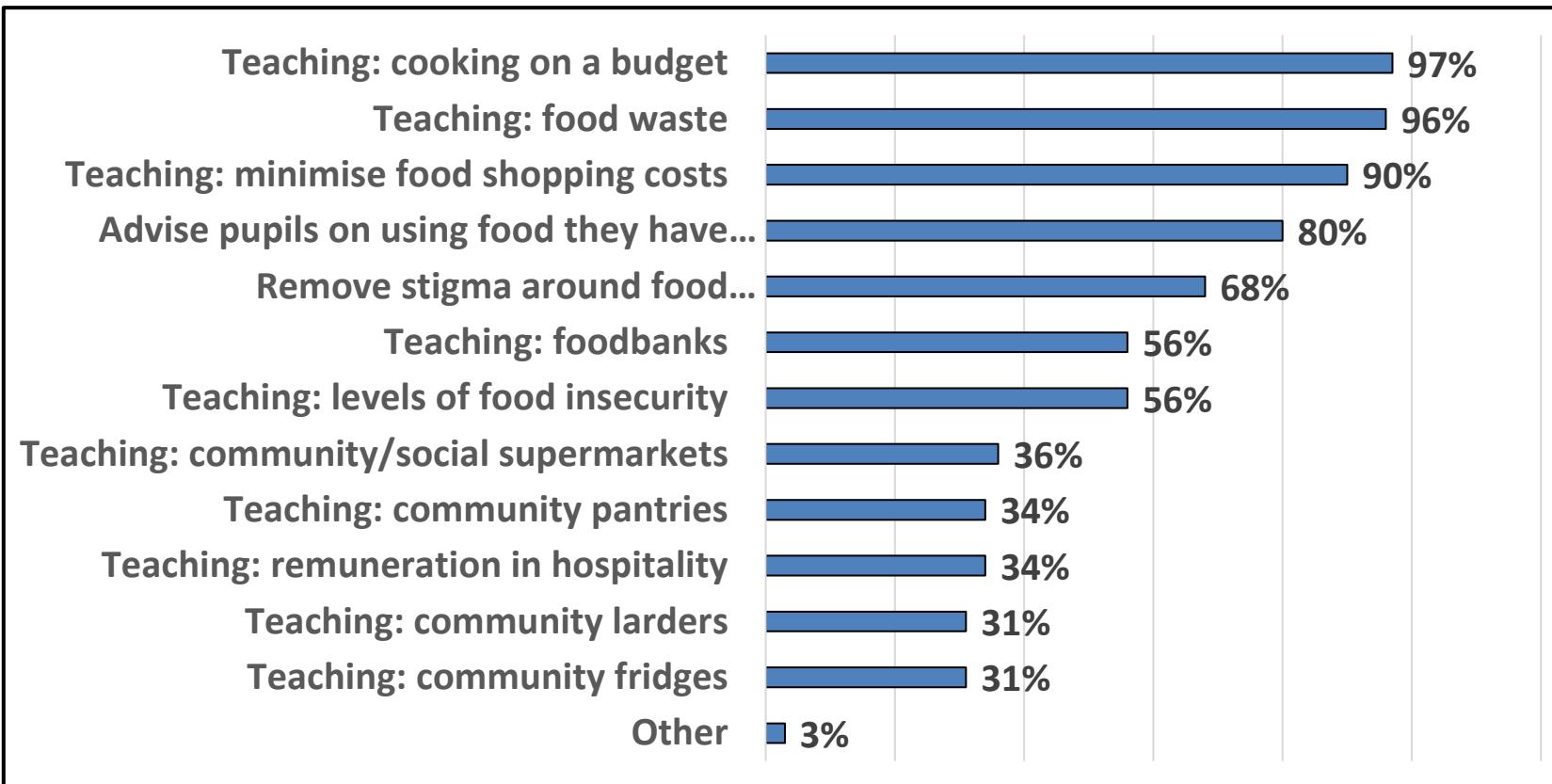
Agree: Wales (100%), N.I.(97%), Scotland (90%), England (91%)

# Does Food Education Contribute to Tackling Food Insecurity?

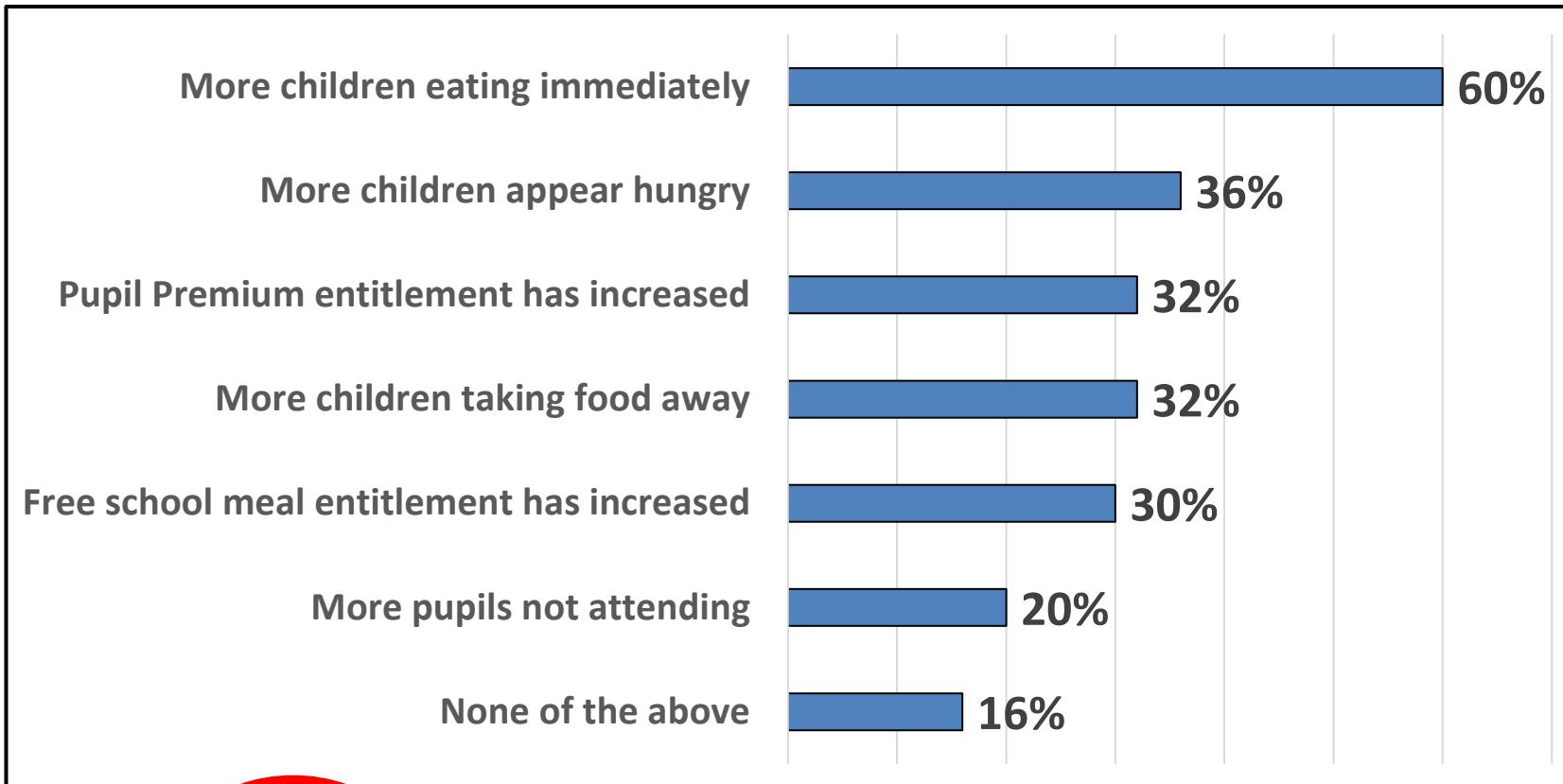


A Lot: Wales (50%), N.I.(38%), England (36%), Scotland (35%)

## How Should Food Education Contribute to Tackling Food Insecurity?



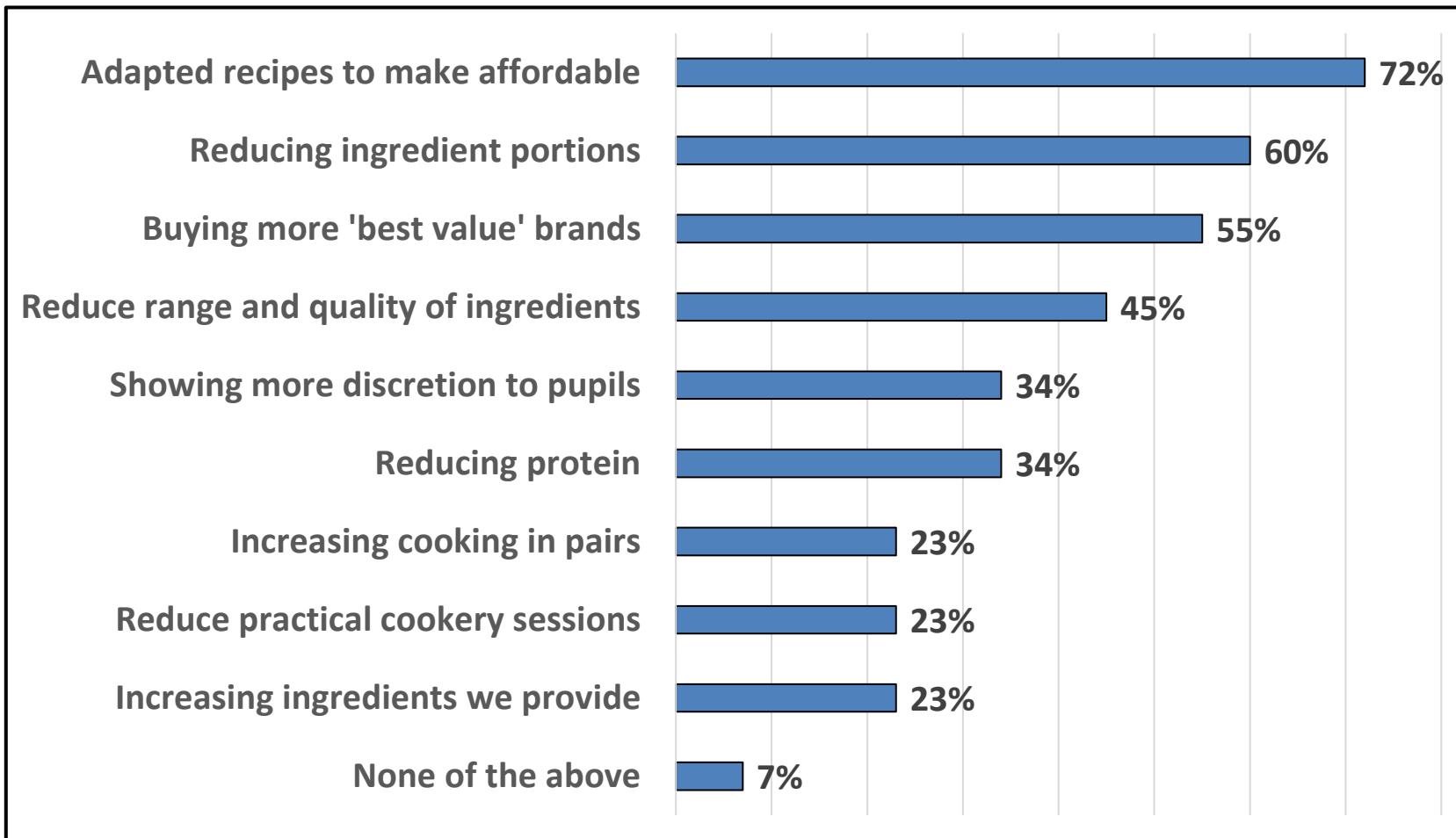
# More children hungry in class this year?



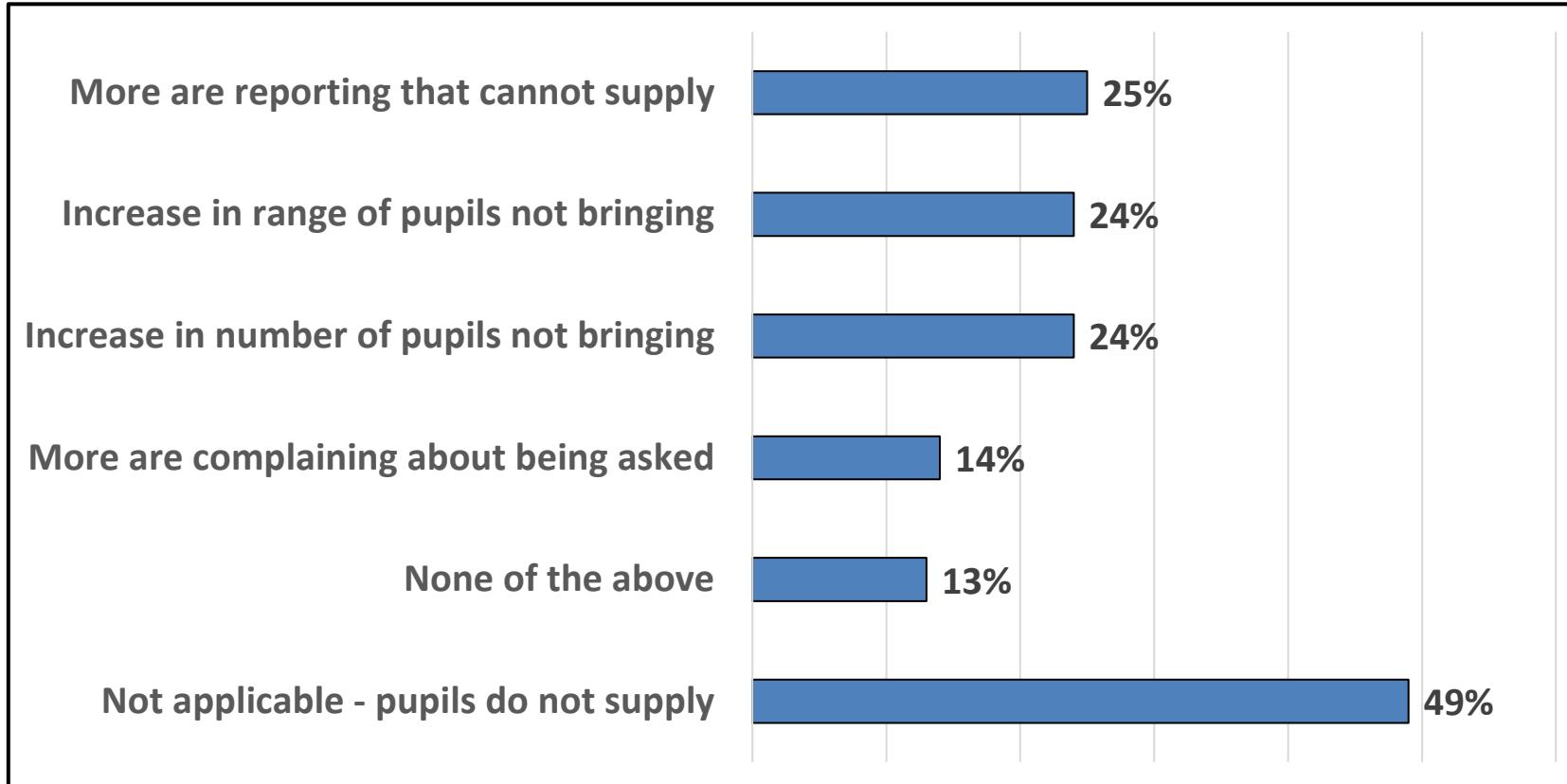
More: N.I.(11%), England (33%), Scotland (46%), Wales (52%)



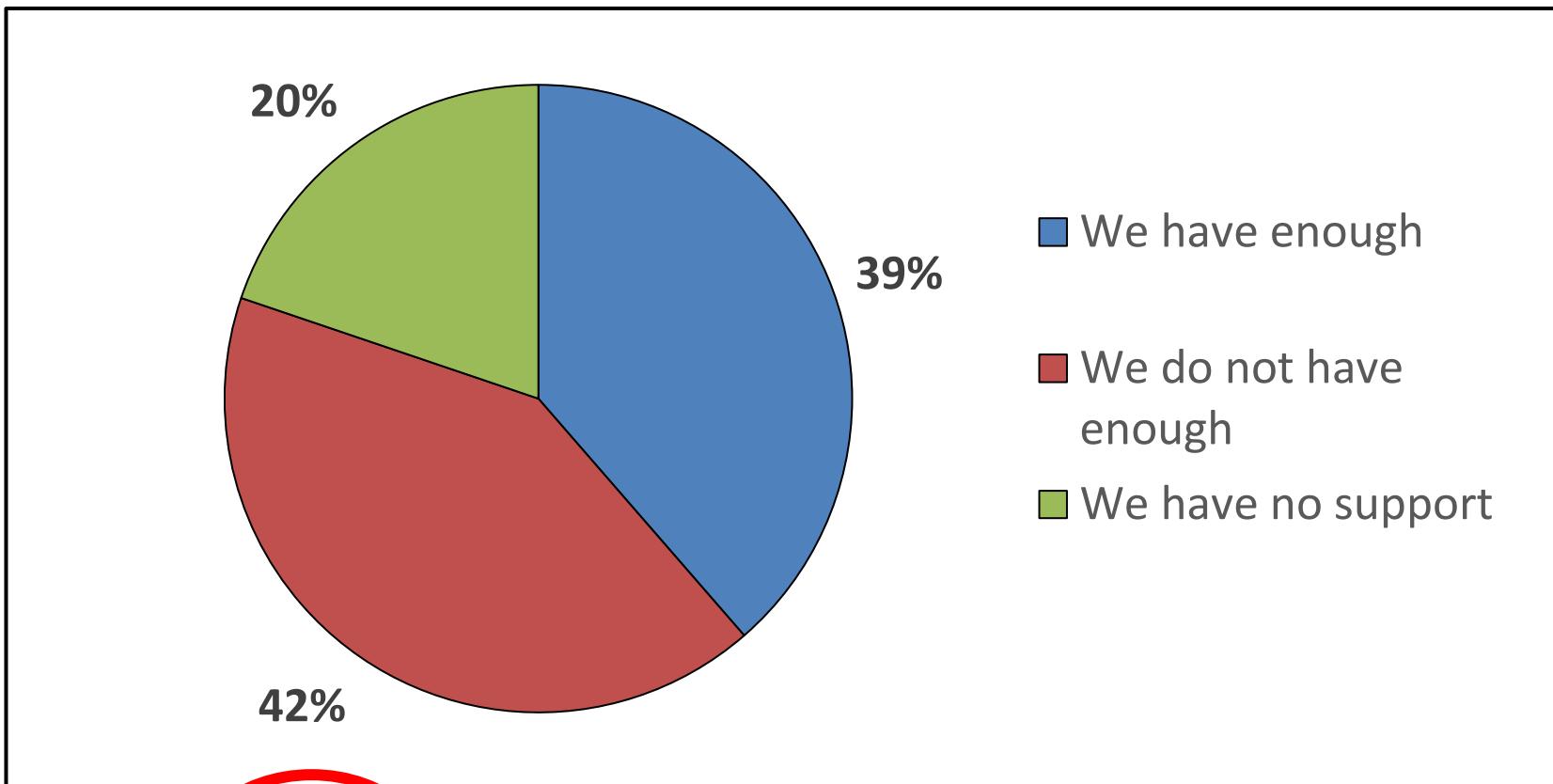
## Changes in the classroom – observed this year



## Pupils and ingredients – observed this year



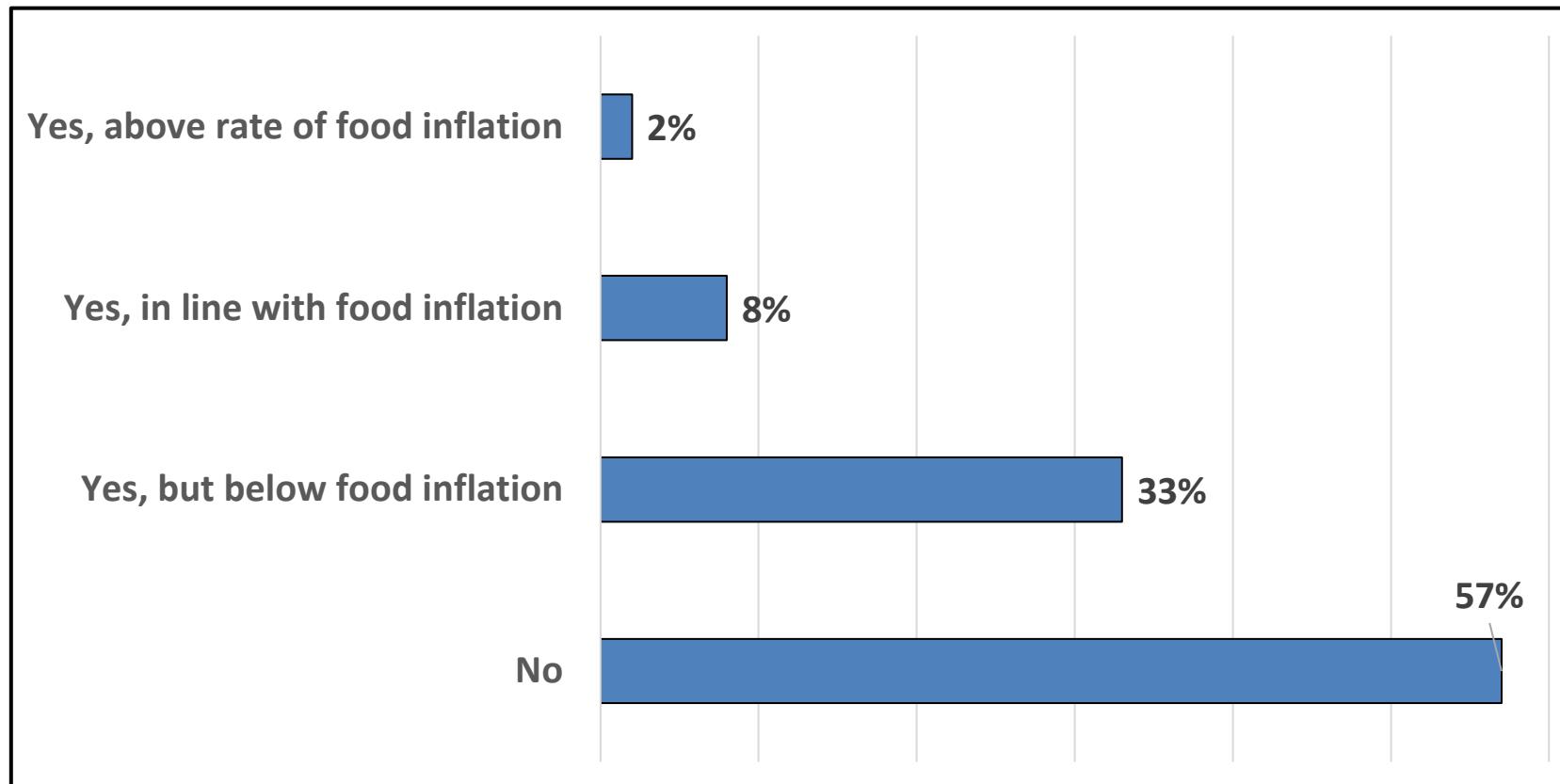
## Current state of technician support



Enough: N.I.(53%), England (40%), Scotland (33%), Wales (30%)



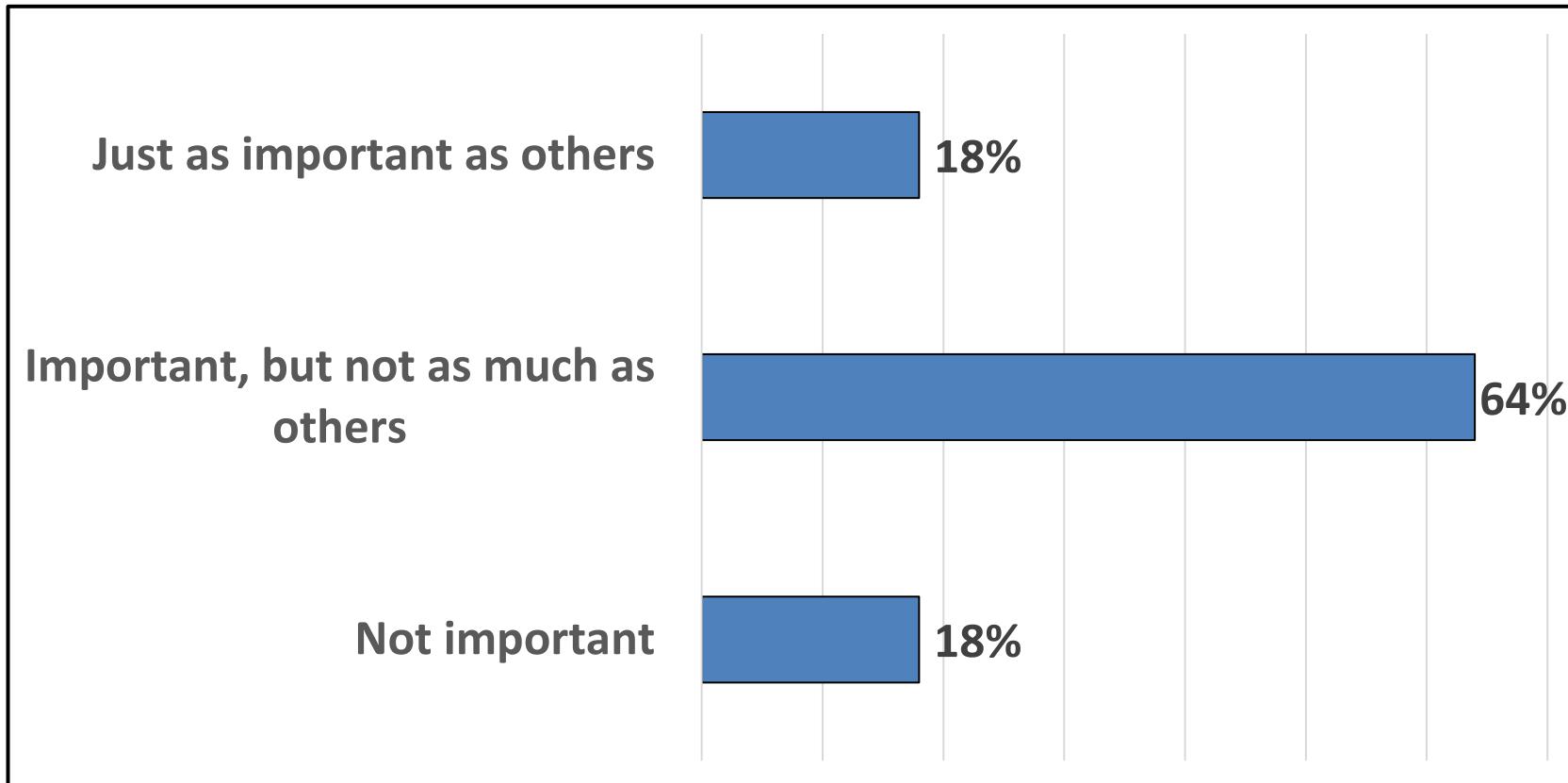
## Budget for purchasing ingredients – change in this school year



Increase: Scotland (58%), Rest of UK (38%)

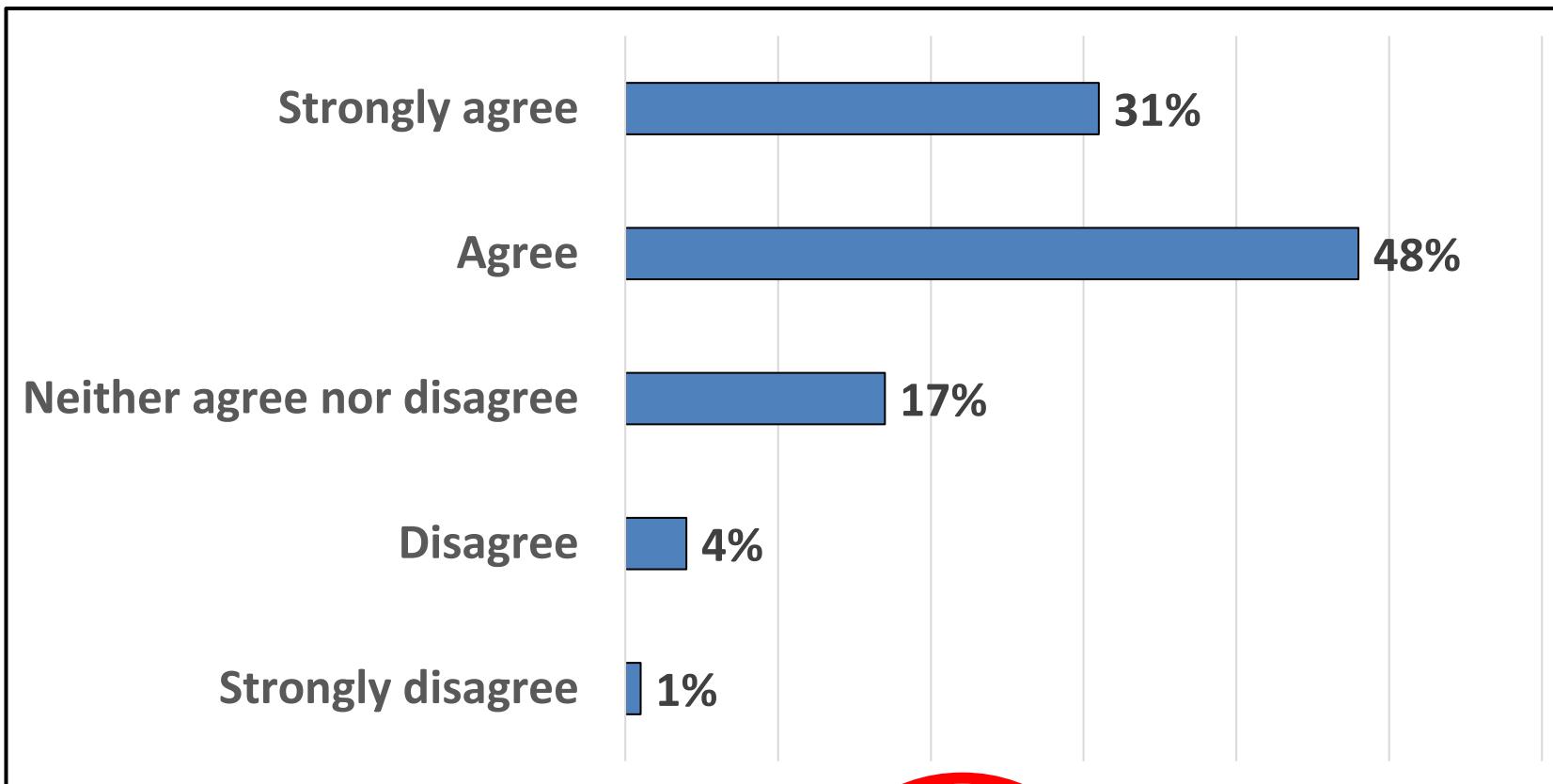


## How is subject viewed by senior management?



Just as: Scotland (27%), N.I.(24%), England (14%), Wales (13%)

## Should it be closer to social subjects to tackle food poverty?



S.A.: Wales (48%), England (33%), N.I.(27%), Scotland (22%)



*Ingredients for Success?*



**Tackling food insecurity / poverty is everyone's business.**

**YOU can't solve the problem, but you can contribute to the solution.**

**YOU can't solve the problem, but you must ensure that you do not inadvertently exacerbate it.**



# Thank you for listening.

Dr Ernest Purvis  
Children in Northern Ireland  
[ernest@ci-ni.org.uk](mailto:ernest@ci-ni.org.uk)



Brighter futures begin with GCU

