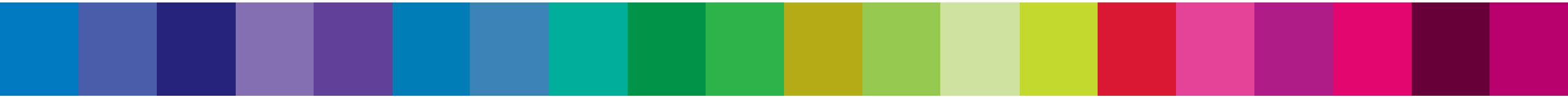


Ingredients for Success?

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



Dr Ernest Purvis



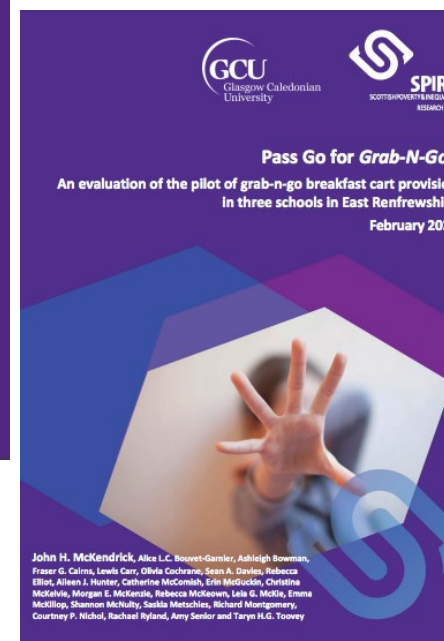
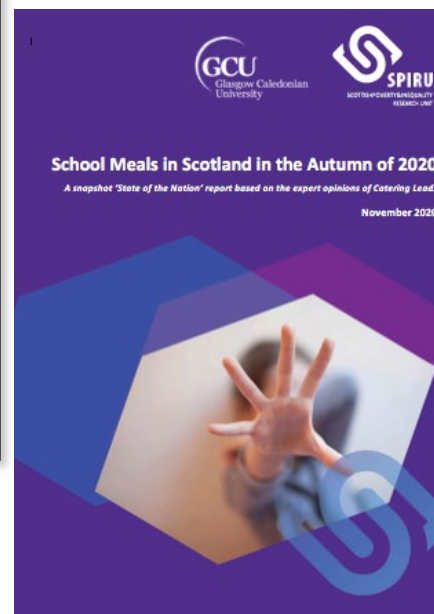
British Nutrition Foundation
25th February, 2023

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 / @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

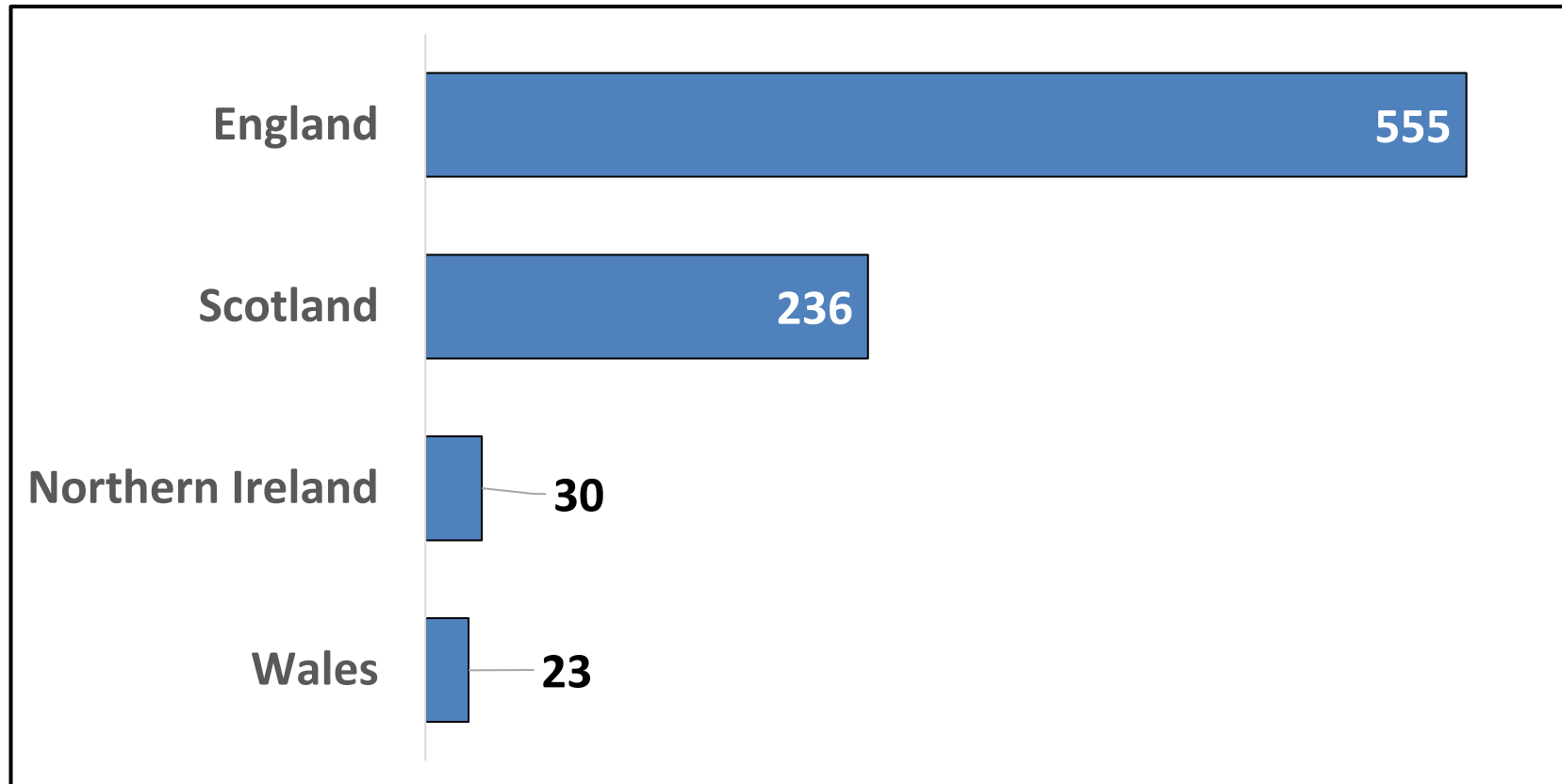
Access to Food Education qualifications offered – likelihood of FSM taking – (i) administration (ii) awareness [of exceptions to pay] – communicating with parents/pupils – perception of cost as a barrier

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



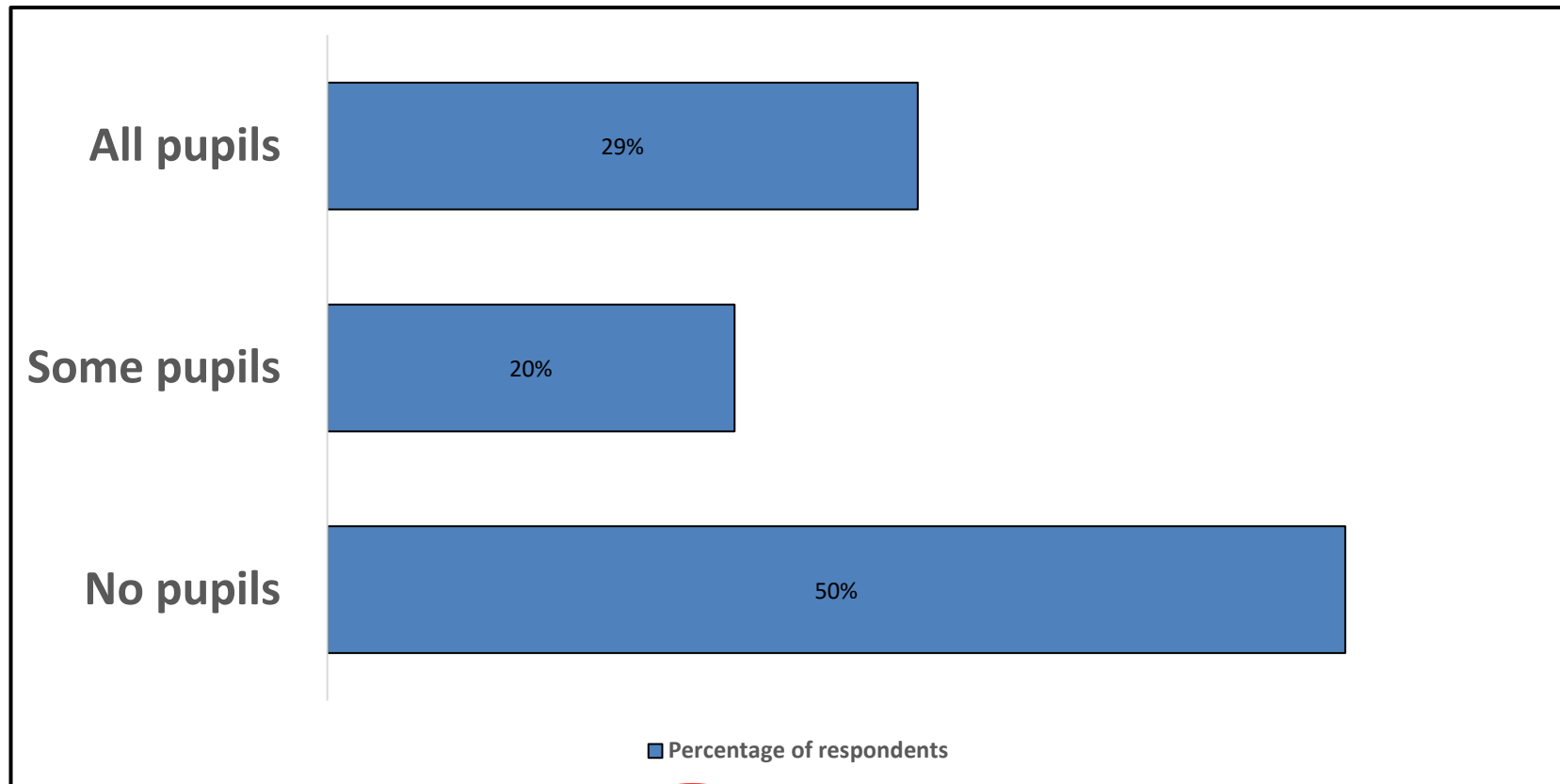
Some insights from *Ingredients for Success*



Brighter futures begin with GCU



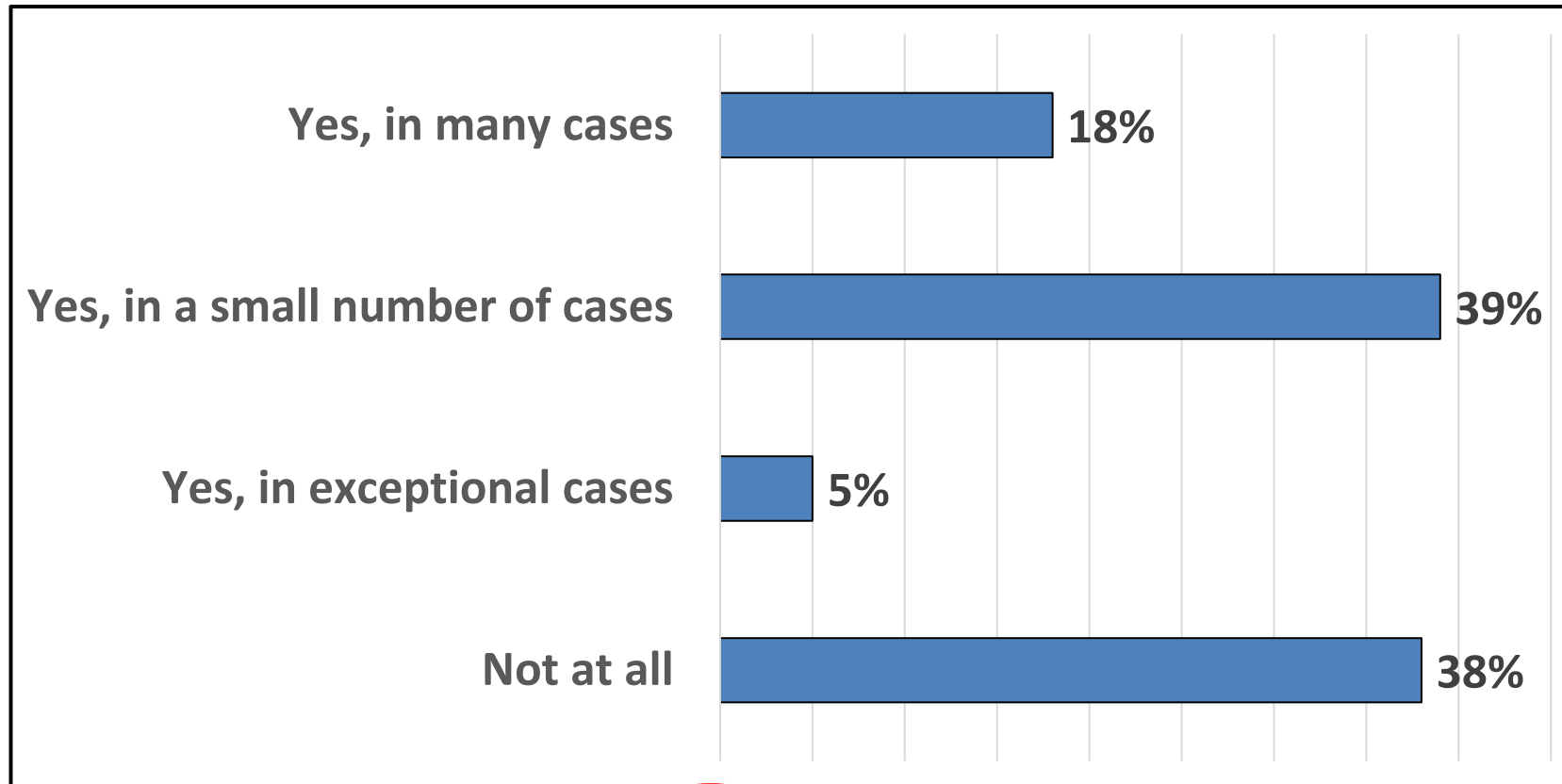
How many pupils supply ingredients?



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



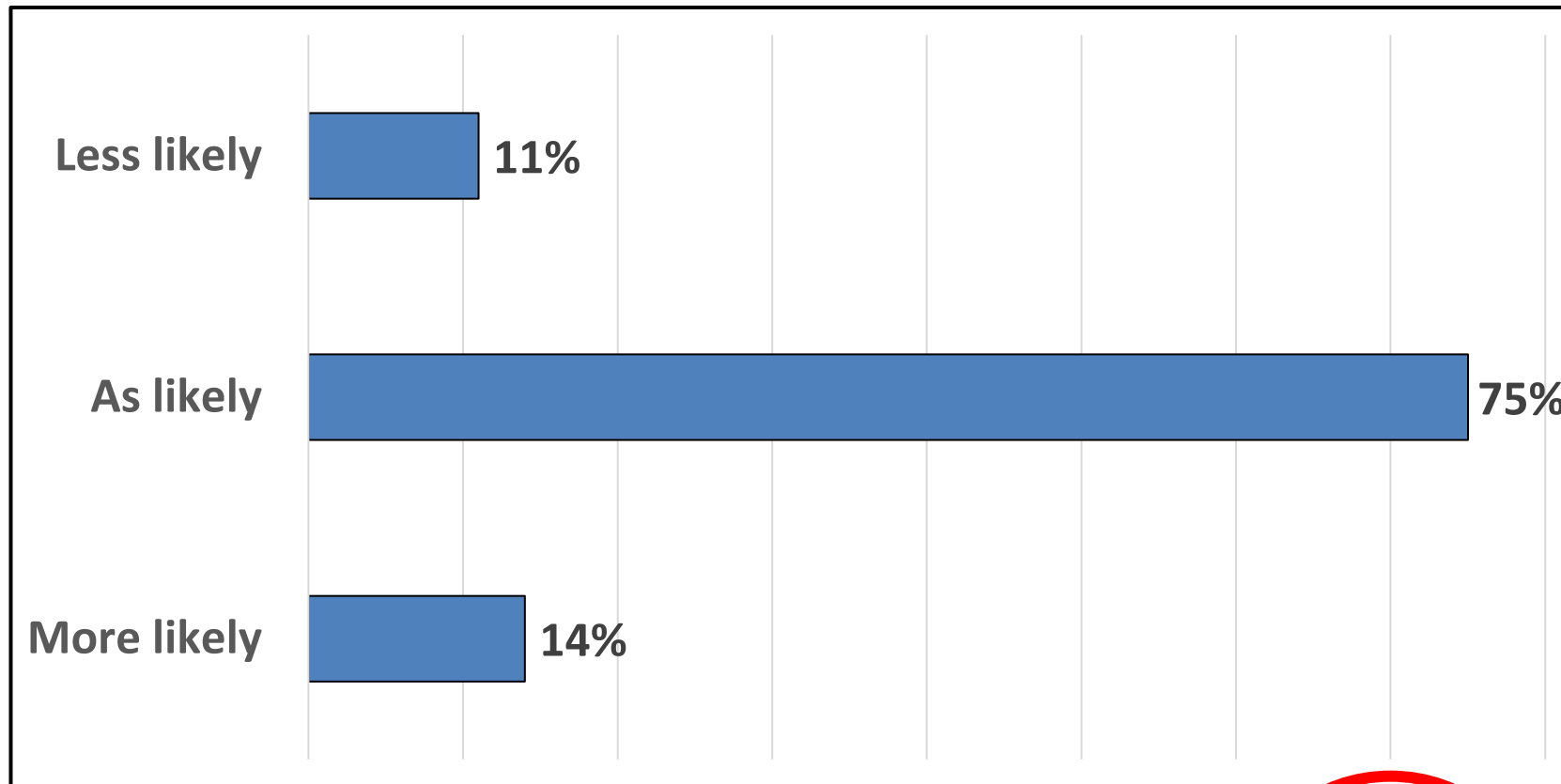
Is cost a barrier to participation?



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%)



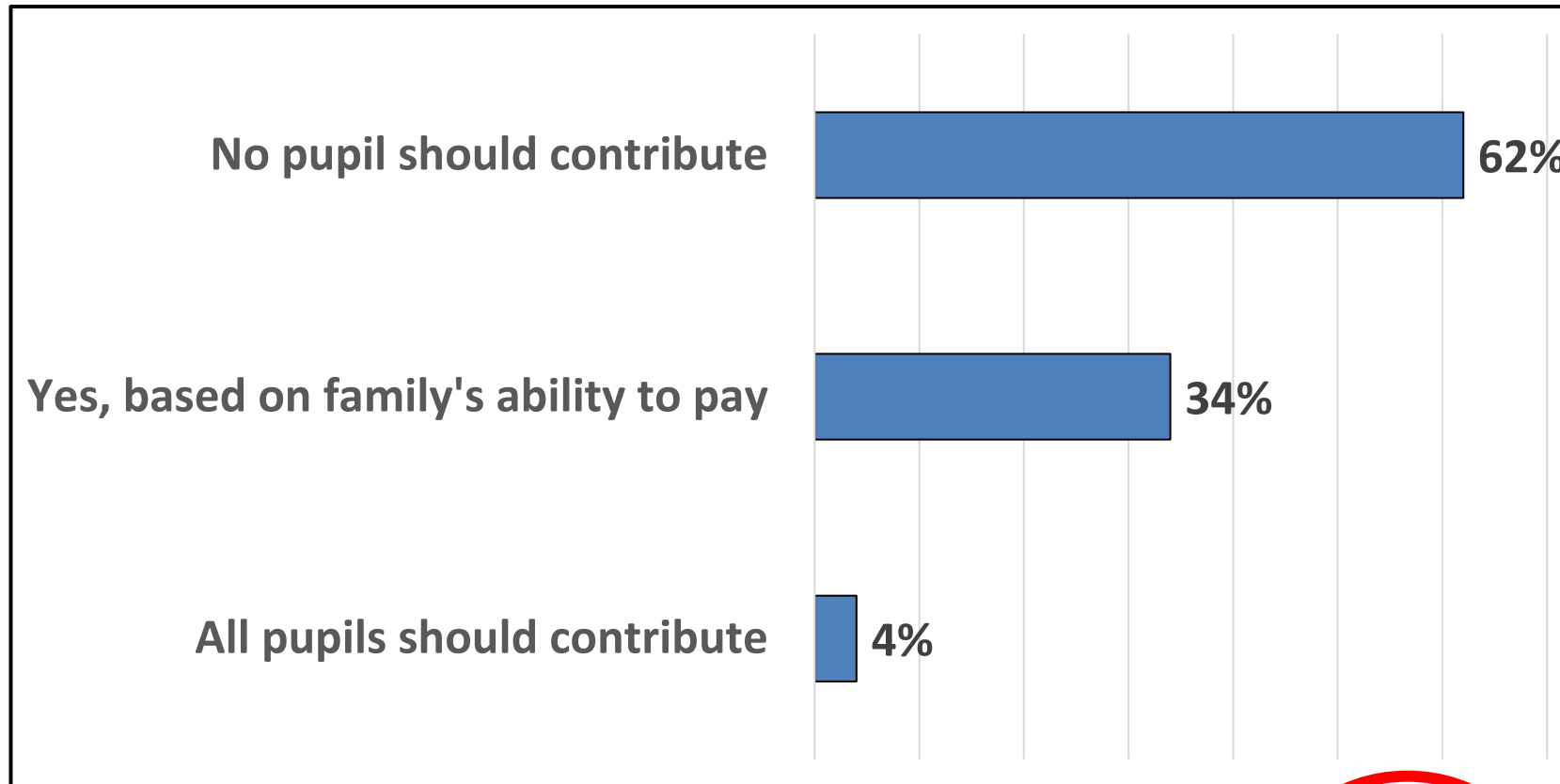
What impact if pupils do not bring ingredients?

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



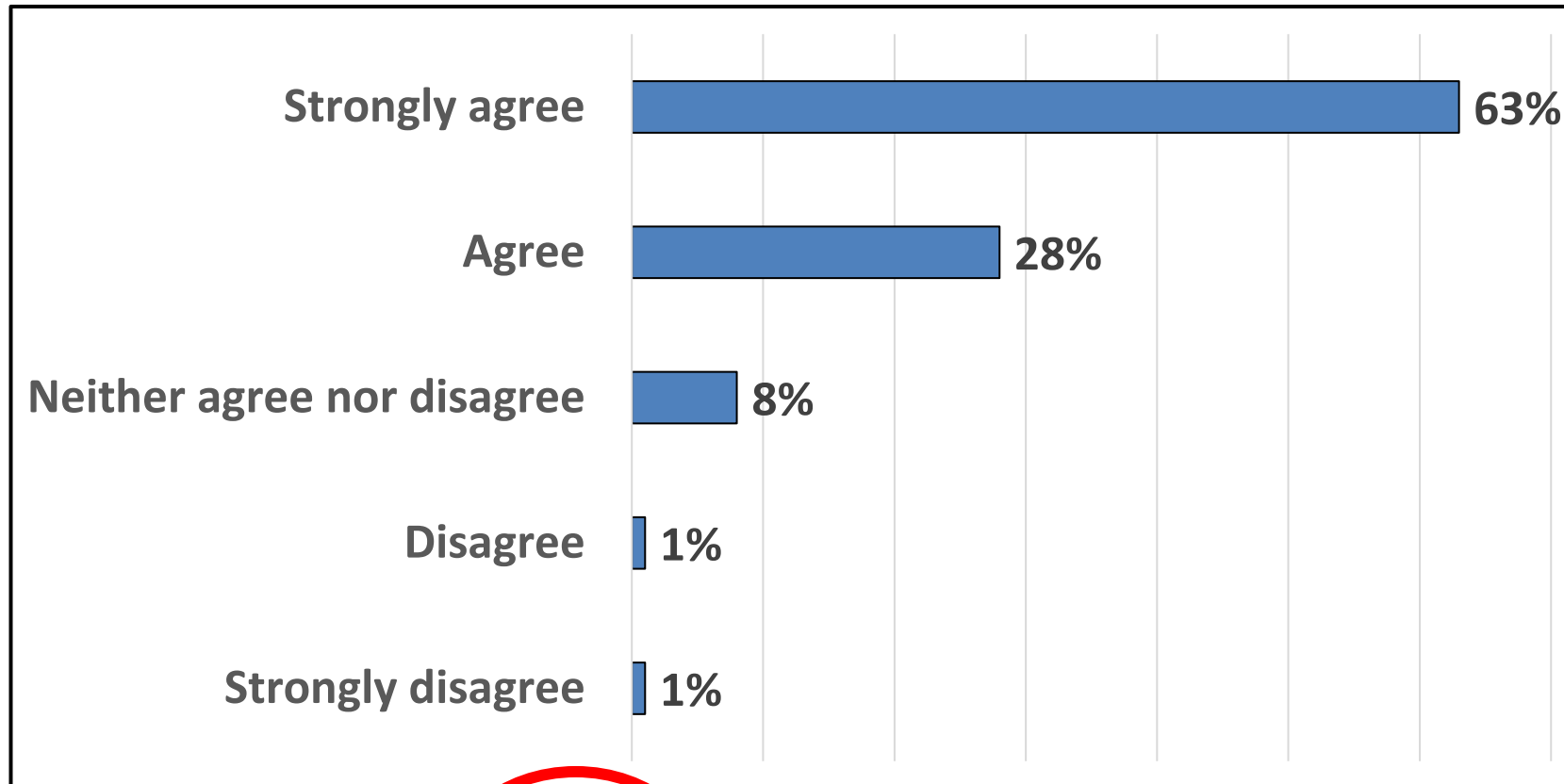
Should pupils contribute to costs?



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



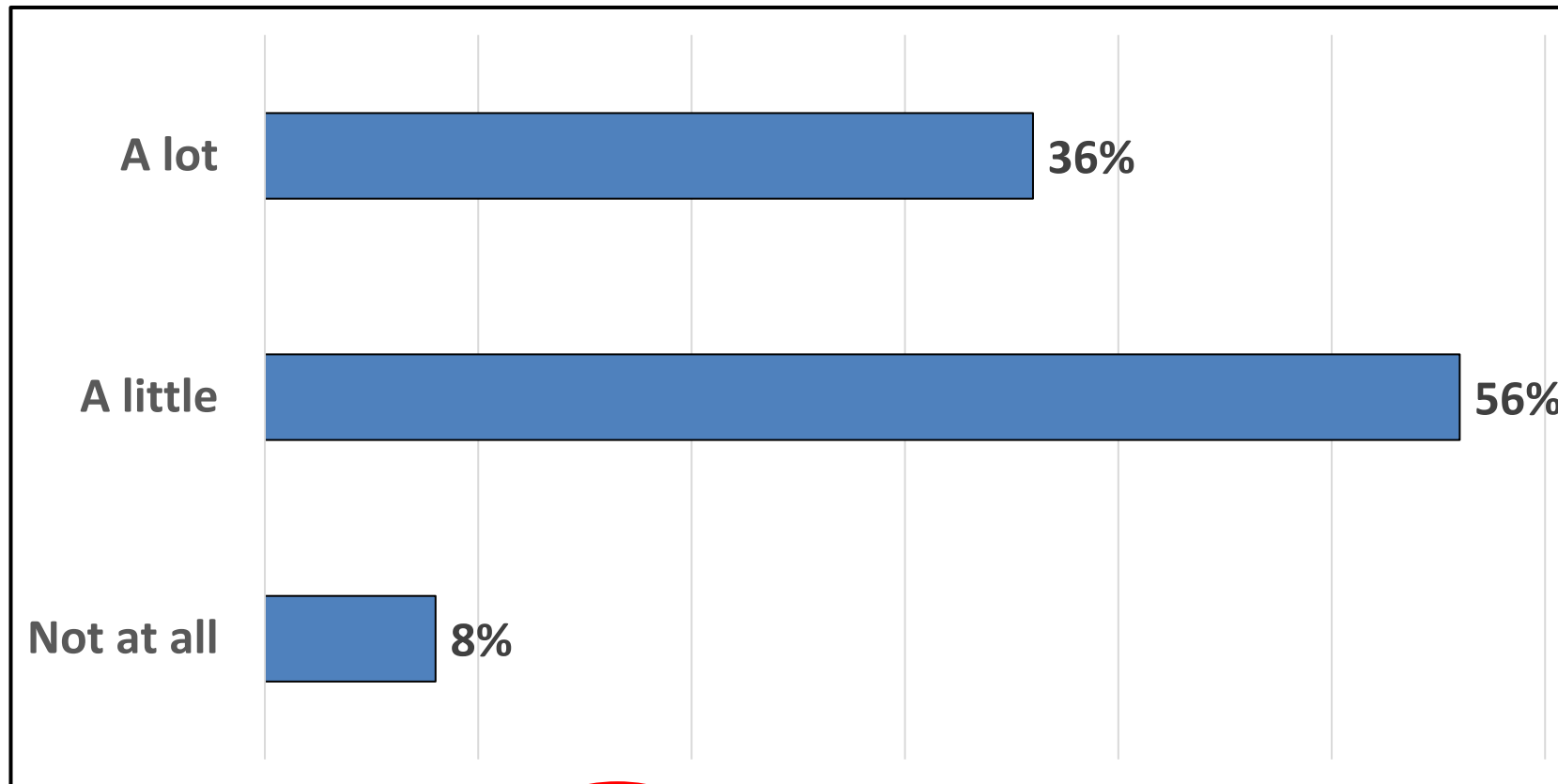
Should food education have a role in tackling food insecurity?



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



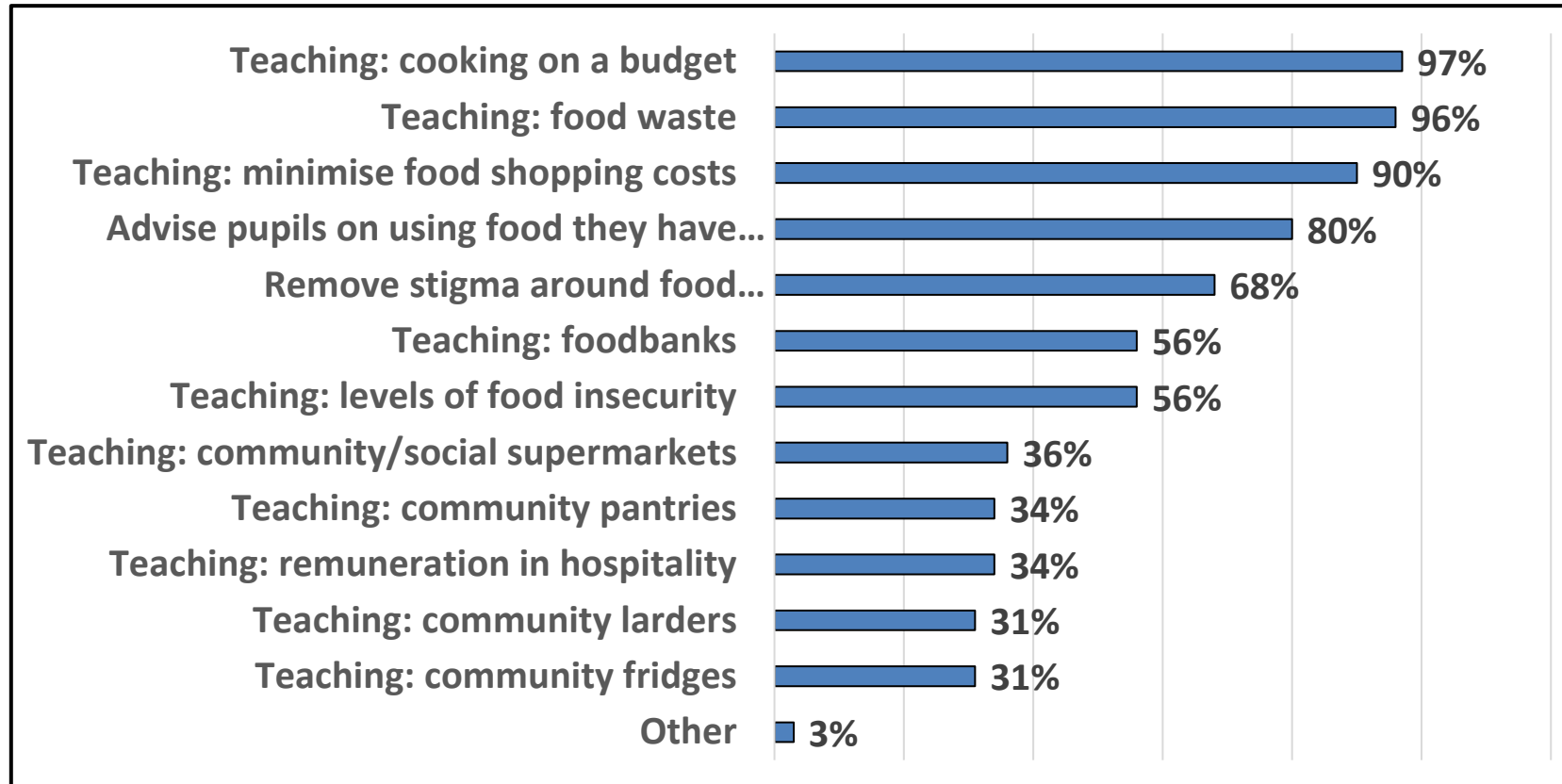
Does Food Education Contribute to Tackling Food Insecurity?



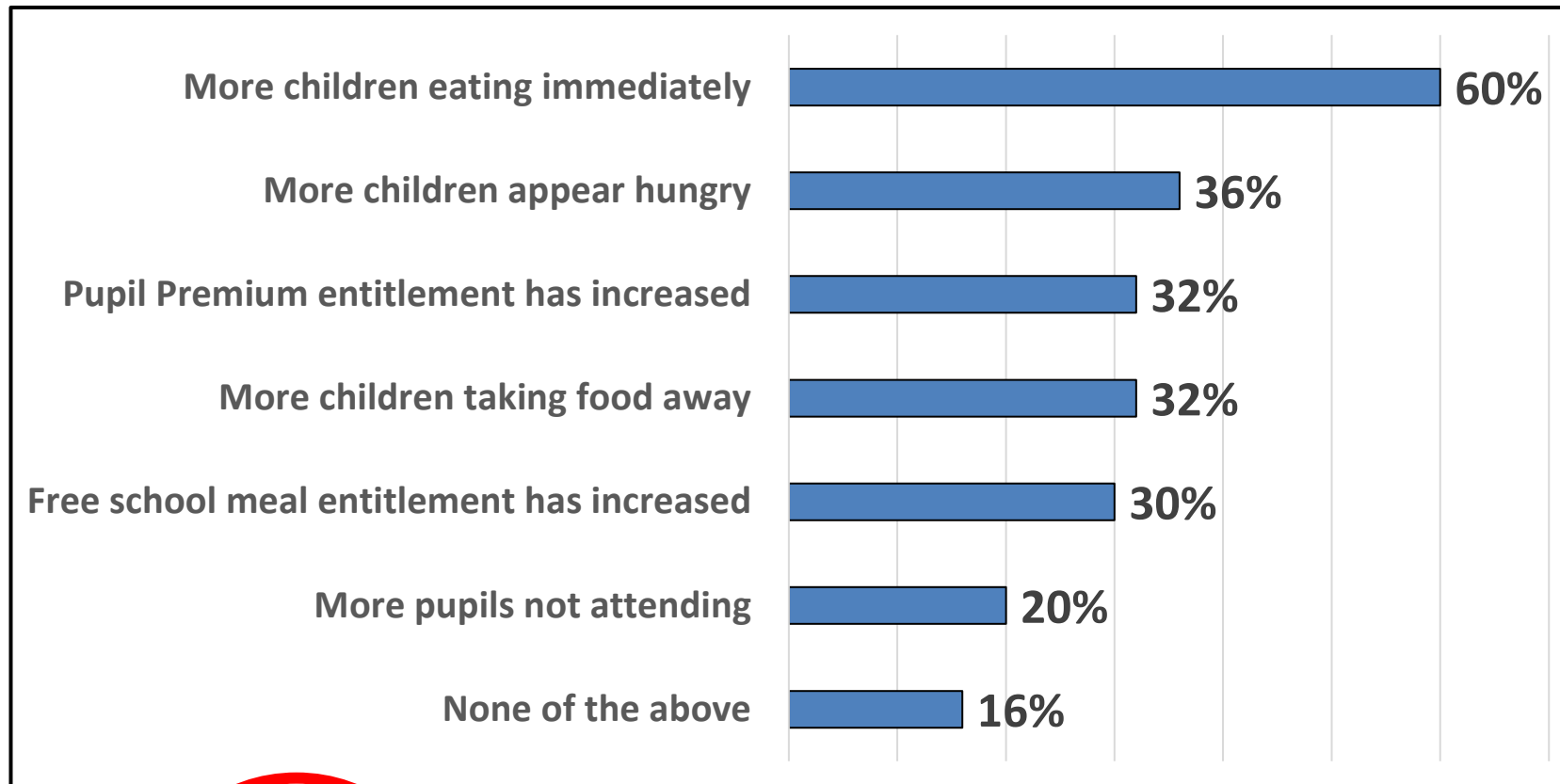
A Lot: *Wales (50%), N.I.(38%),* England (36%), Scotland (35%)



How Should Food Education Contribute to Tackling Food Insecurity?



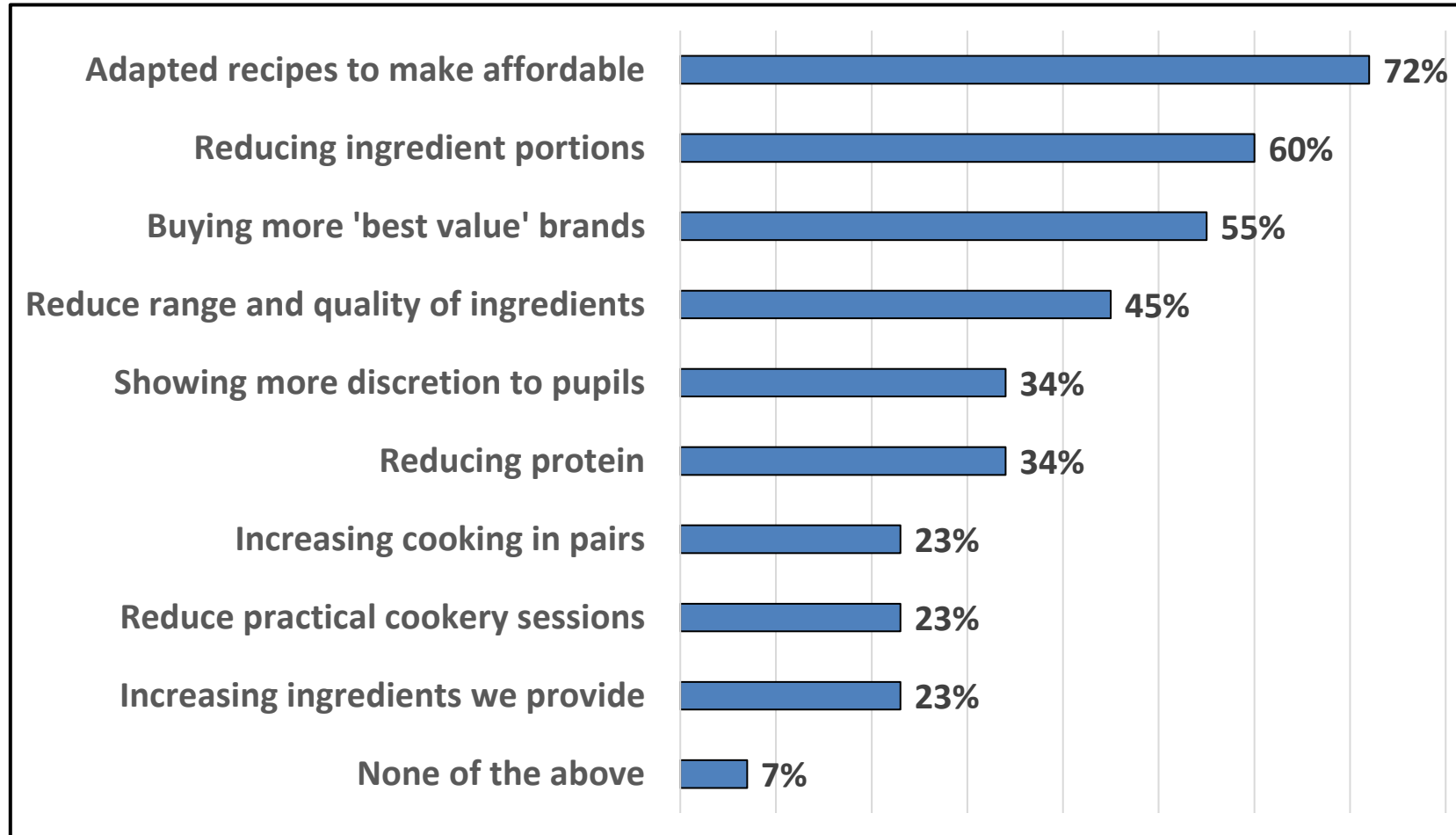
More children hungry in class this year?



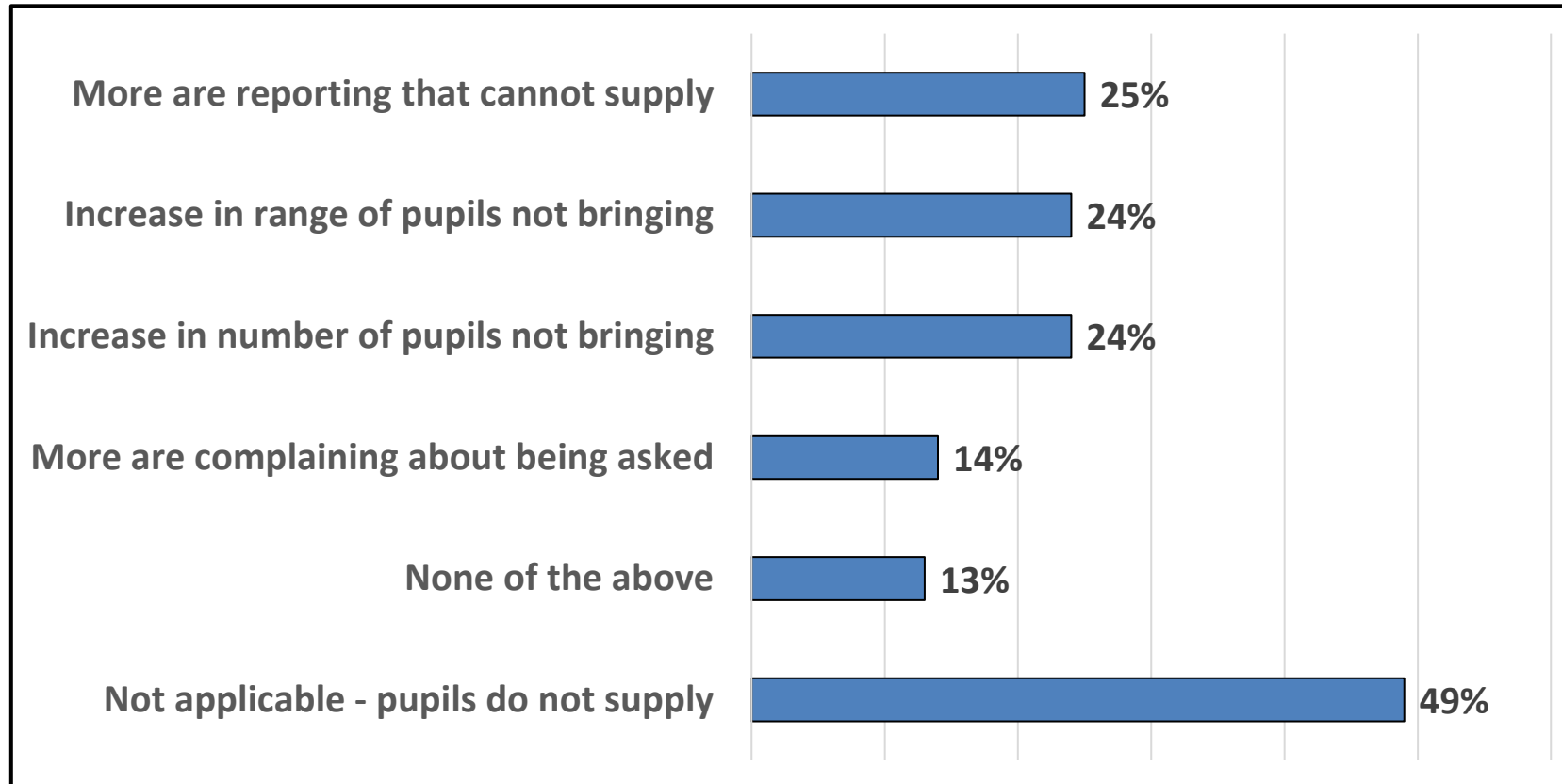
More: *N.I. (11%)*, England (33%), Scotland (46%), *Wales (52%)*



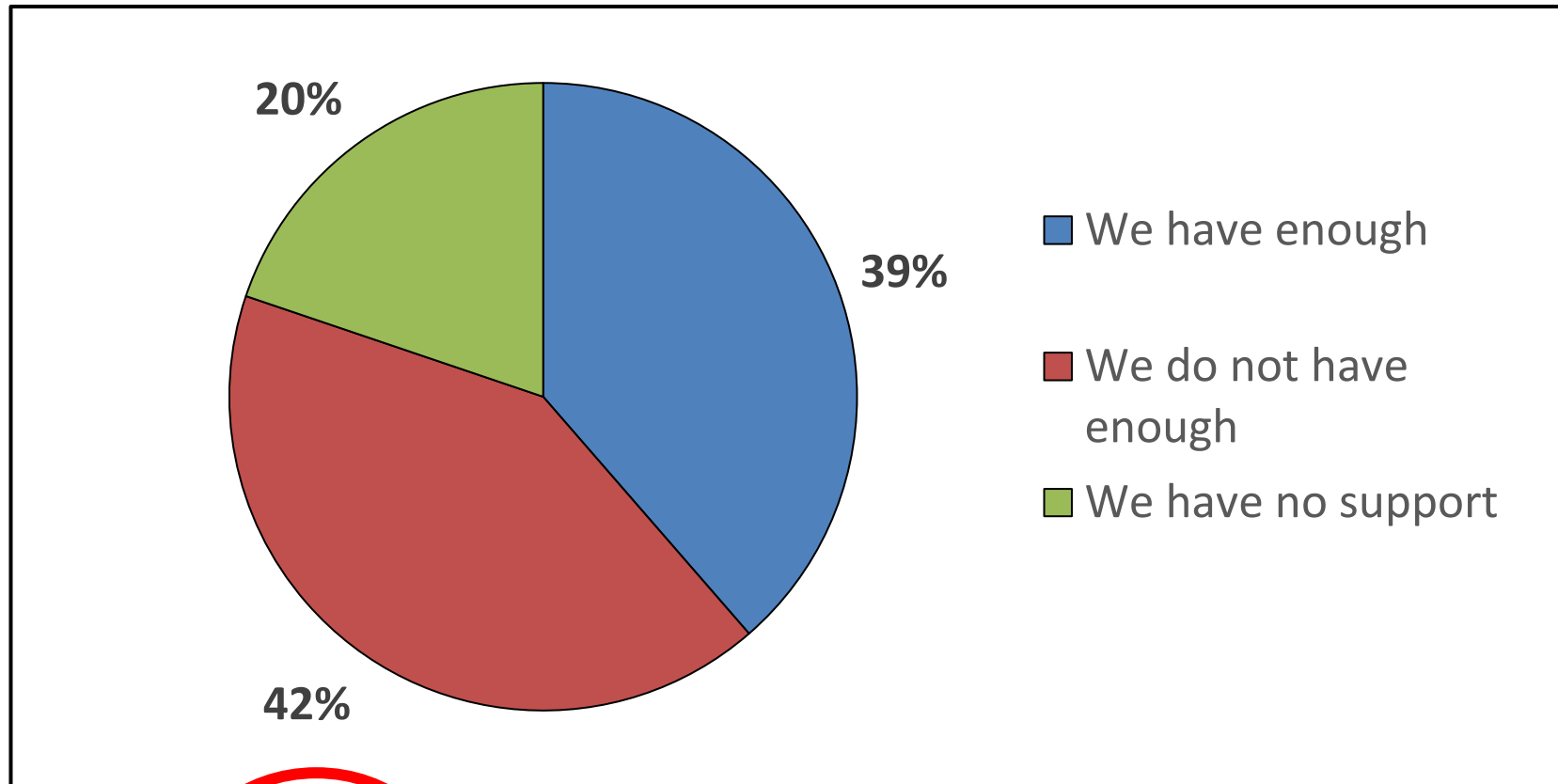
Changes in the classroom – observed this year



Pupils and ingredients – observed this year



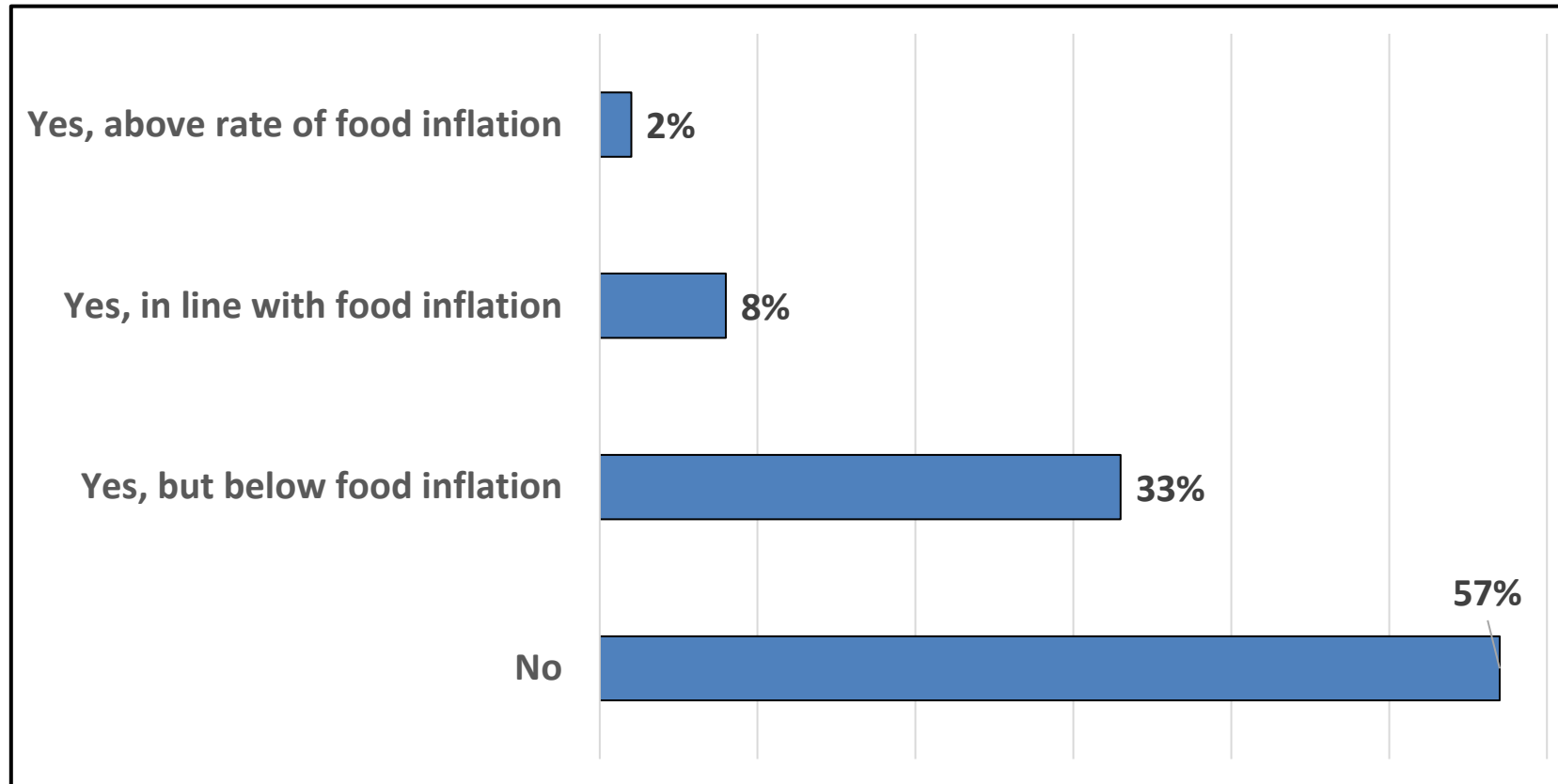
Current state of technician support



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



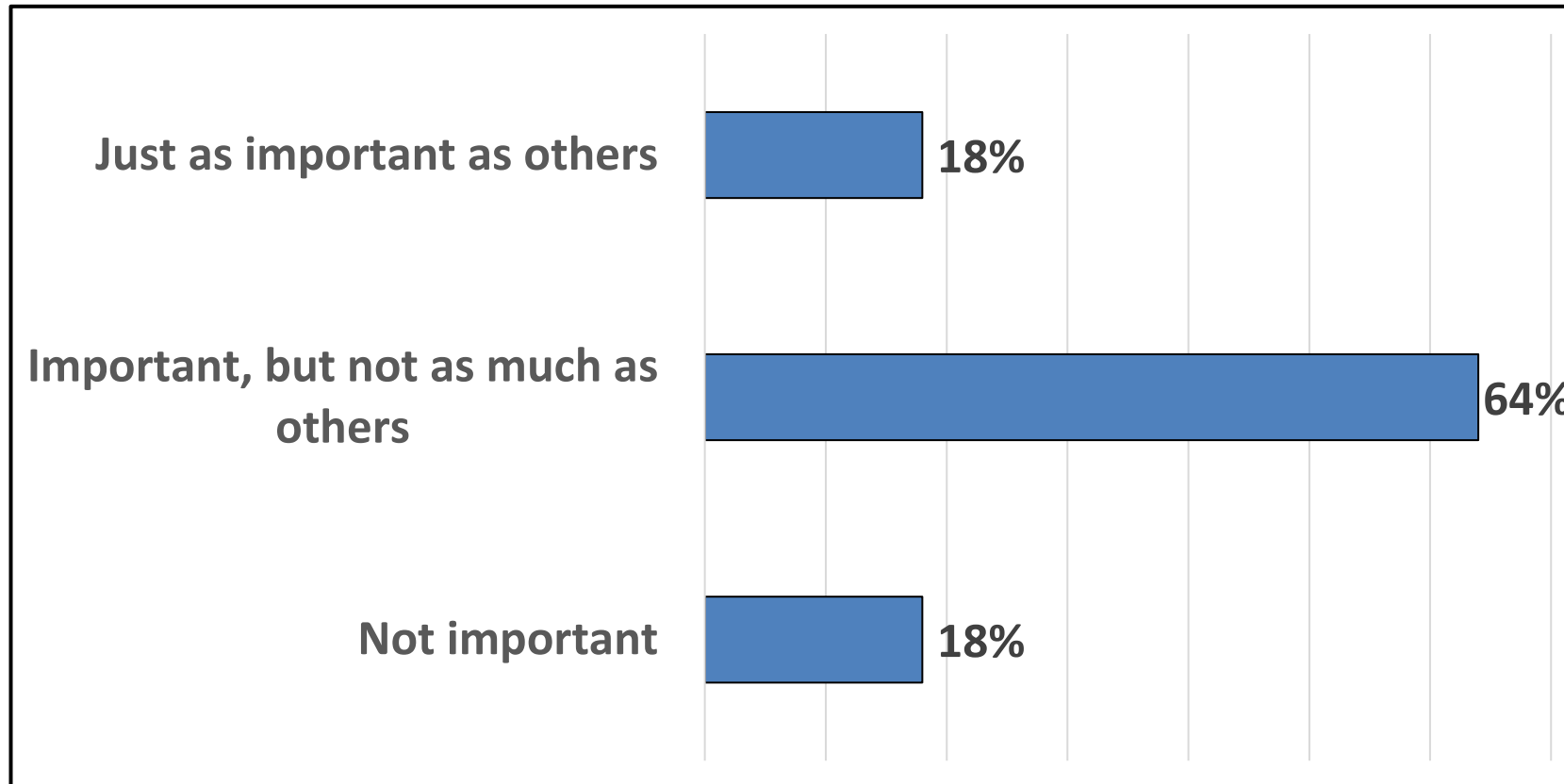
Budget for purchasing ingredients – change in this school year



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



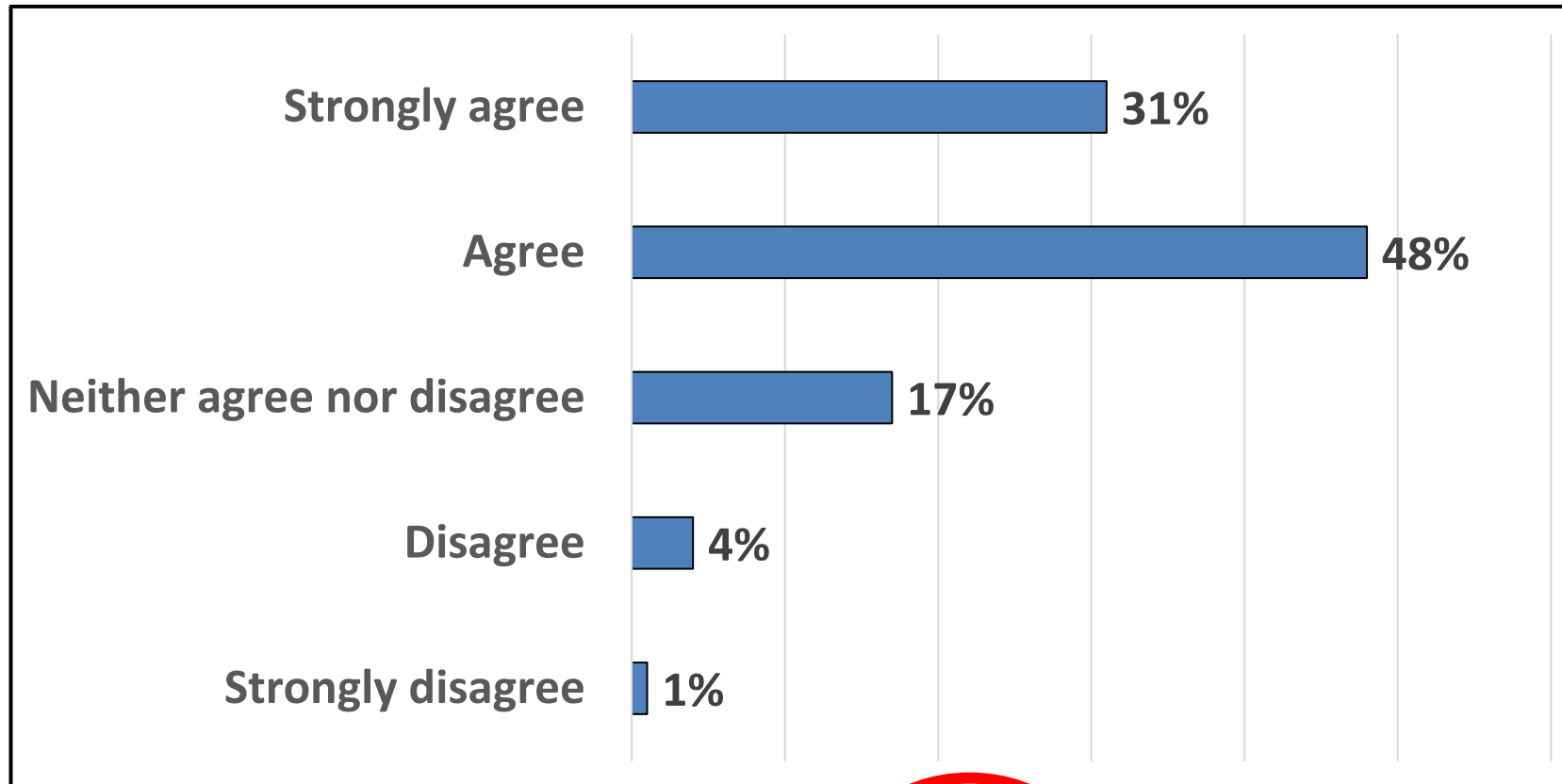
How is subject viewed by senior management?



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



Brighter futures begin with GCU

