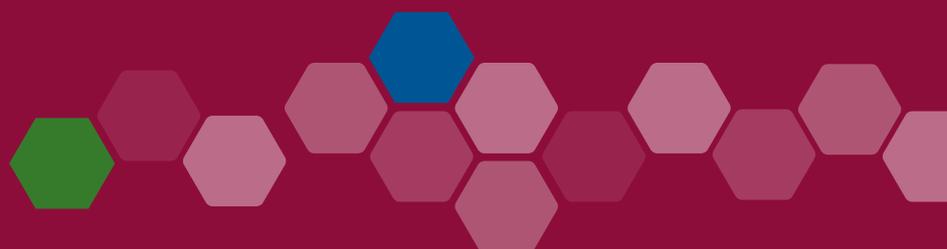




The Scottish  
Government  
Riaghaltas na h-Alba

# Evaluation of the Food Education Programme (2012-2015)



CHILDREN, EDUCATION AND SKILLS



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# Executive Summary

## Introduction

1. The Food Education Programme (FEP) is a Scottish Government funded programme which consists of nine projects – Chefs@School, Crofting Connections, Dumfries House Learning Centre, Eco Schools, Futures in Food, Food for Thought Fund, Food & Health Development Officer, From Farm to Plate, Seafood in Schools.
2. The programme's overall objective is to increase young people's knowledge and understanding of the food they eat, how it impacts on their health and the environment, as well as highlighting careers in the industry.
3. Specifically, the programme outcomes are:
  - Opportunities to learn about food have been implemented
  - Food education is embedded in the Curriculum for Excellence (CfE) and there are prospects for continued learning beyond the life of the programme
  - Industry investment in food education has been demonstrated
  - Knowledge and awareness regarding food has increased, whether social, cultural, economic, health, environmental or potential for a career in the food industry
  - Positive change in attitudes/intentions/behaviour can be demonstrated regarding food issues, food choices and career options
4. Over the period 2010-2015, just over £3 million was pledged by Scottish Government to support food education.
5. The target population of the FEP are primary/secondary pupils and other young people as well as teachers and the wider community.

## Progress towards programme outcomes

6. Progress made towards achieving the programme outcomes is summarised below:

<b>Outcome # 1: Opportunities to learn about food are established</b>
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- The programme's reach continues to grow year on year.
- Since the programme started in 2010, it has delivered around 374,700 individual opportunities for pupils to learn about food through the various projects.

## **Outcome #2: Food Education is embedded in the Curriculum for Excellence**

- The number of opportunities for teachers to attend food education related CPD events have increased year on year. Since the programme started, just under 9,900 individual opportunities for teachers have been created.
- There has also been a reported increase in confidence among teachers in relation to using food across different subject areas.
- Over time, food as a topic for interdisciplinary learning, appears more established in the curriculum of schools taking part in the programme. However, it has been more challenging to establish food as an interdisciplinary topic among secondary schools (compared to primaries), due to the number of school departments that are required to work together to deliver food education.

## **Outcome #3: Food and Drink Industry are engaged and invest in food education**

- The amount of in-kind investment given by industry and other external partners to individual projects has increased year on year.
- It is conservatively estimated that since 2010, the programme has received over £2.5 million worth of in-kind investment from industry and other external partners. This compares to around £3 million funded by the Scottish Government over the same period.
- Projects with industry/business engagement at their core such as Futures in Food (by SFDF) or Seafood in Schools (by Seafood Scotland) have received the most in-kind investment.

## **Outcome #4: Increased pupil knowledge and understanding of the social, cultural, economic, health and environmental aspects of the food we eat**

- While difficult to assess robustly, surveys conducted by project coordinators on pupils and teachers, suggest that knowledge has increased.
- The feedback collected from activities undertaken is on the whole very positive, with pupils highly enthusiastic and keen to continue learning about food.
- Though the programme appears more established in primary schools, food has been used as a context for learning across multiple disciplines in secondary schools. However, the main focus continues to be on Health & Wellbeing.

## **Outcome #5: Improved pupil food choice attitudes and behaviours**

- While impact of the programme on pupils food choice and behaviours has not been possible to assess robustly, there are indications that the FEP has had some short-term positive effect on pupils' behaviour e.g. in terms of trying new foods or eating more locally/home grown food. While these positive outcomes do not necessarily mean long term behaviour change, they are indeed a step in the right direction.

### **Conclusions**

7. On the whole, the programme has been a success during the period it has run, with individual projects meeting and sometimes exceeding their targets.
8. In terms of delivery, the programme appeared to work well with no significant issues raised in terms of infrastructure, management or budget.
9. Good progress was also made, albeit to different degrees (by the different projects), against each of the programme outcomes.
10. Even though it was not possible to assess long term impact or behaviour change, data collected suggests that the programme has allowed pupils and teachers to make progress in the desired direction.
11. Over the time it has been running, the FEP has created a solid platform for the continuous inclusion of food as a topic for interdisciplinary learning in schools. The wide range of resources created, the extend of usage of these materials and the positive feedback provided by teachers who attended CPD or other learning events, demonstrates a clear appetite for continuous learning and availability of resources to support food education.
12. Teachers have played a vital role in the successful implementation of the programme, demonstrated via the increased number of teachers attending CPD or other events as well as through the significant use of the various teaching resources that have been made available to them.
13. However, there was also evidence of some resistance among some schools/teachers to engage with the programme. This was due to lack of resources and limited understanding and confidence among teachers on how to use food as a topic for learning. For project coordinators, overcoming this resistance remains an area of focus and review.
14. While some good progress has been achieved, there is still scope for further expansion with just over half of Scotland's primary and secondary schools having been involved in the programme so far.
15. With the level of industry in-kind investment in the programme increasing over time, there might be scope for greater independence of some of the projects, and therefore less reliance on Scottish Government funding.

# Background

## Policy Context

16. Scotland's National Food and Drink Policy<sup>1</sup>, recognises that some children do not understand how food is produced and cooked, or how it affects their long term health and the wider environment.
17. In order to deliver the food education component of Scotland's National Food and Drink Policy, an extensive Food Education Programme (throughout this document referred to as FEP) was implemented in 2010.
18. By developing a greater appreciation of where food comes from, it is expected that the FEP will allow young people to make informed choices and contribute towards a healthier, wealthier and environmentally sustainable Scotland.
19. Learning about our food from plough to plate is also seen as a great interdisciplinary topic to deliver the experiences and outcomes of [Scotland's Curriculum for Excellence \(CfE\)](#).

## Programme Overview

### Scottish Government Funding of the Programme

20. The FEP was piloted between financial years 2010 and 2012. During that time the Scottish Government's Food and Drink and Rural Communities (FDARC) division provided approximately £560,000 of funding supporting six projects (Futures in Food, Seafood in Schools, Eco Schools, From Farm to Plate, Dumfries House Food Learning Centre and The Children's Orchard) and an Education Scotland Food, Health and Wellbeing Development Officer from Education Scotland.
21. Following the successful implementation of the pilot, the FDARC division provided a further £2.7 million of funding for the financial period 2012-2015. This funding was given to a wider range of projects (Chefs@School, Crofting Connections, Dumfries House Food learning Centre, Eco Schools, Futures in Food, Food for Thought, From Farm to Plate and Seafood in Schools) as well as the Education Scotland Development Officer, which sort to increase young people's understanding of the food they eat, building on the work funded during the pilot years.
22. On completion of the 2012-2015 programme, funding was extended for a further two financial years (2015-16 and 2016-17) to the same projects, with additional funding support of £1.67 million.

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<sup>1</sup> [Recipe for Success](#) (2009); [Good Food Nation](#) (2014)

23. Consequently, since 2010, just under £5 million has been allocated to the Food Education Programme by the Scottish Government.

### **Programme Operational Years**

24. This document reports on progress that has been made towards achieving the programmes' outcomes over the period 2012-13 to 2014-15. Only interim data is available for 2015-16 of the programme, and as such evaluation of this year is not included in this report. A separate report provides a detailed assessment of the pilot years 2010-12.
25. Throughout this report, following references to the programmes operational years apply:
- 2010-12 = Pilot
  - 2012-13 = Year 1
  - 2013-14 = Year 2
  - 2014-15 = Year 3

### **Programme Objectives and Outcomes**

26. The overall aim of the Food Education Programme is:

**'to increase young people's knowledge and understanding regarding the social, cultural, economic, health and environmental aspects of the food we eat.'**

27. The following programme outcomes were set at the outset :
- Opportunities to learn about food are implemented
  - Food education is embedded in the Curriculum for Excellence (CfE) and there are prospects for continued learning beyond the life of the programme
  - Industry investment in food education is demonstrated
  - Knowledge and awareness regarding food has increased, whether social, cultural, economic, health, environmental or potential for a career in the food industry
  - Positive change in attitudes/intentions/behaviour can be demonstrated regarding food issues, food choices and career options
28. The target population of the programme are primary and secondary pupils as well as other young people, including teachers and the wider community.
29. Projects were selected following an application process from external stakeholders with interests and expertise in relevant food and drink topics. Projects received funding where aims and objectives were aligned with Scottish Government priorities for Food Education. During 2012-15, the

following projects were funded [note links to relevant websites provided were applicable]:

- [Chefs at Schools](#) [Federation of Chefs]
- [Crofting Connections](#) [Soil Association]
- Dumfries House [Food Learning Centre](#)
- [Eco Schools](#) [Keep Scotland Beautiful]
- [Futures in Food](#) [Scottish Food and Drink Federation, SFDF]
- [Food for Thought Fund](#) [Education Scotland]
- Food and Health Development Officer [Education Scotland]
- [Royal Highland Education Trust](#), RHET
- [Seafood in Schools](#) [Seafood Scotland]

30. A summary overview and aim(s) of each individual project is provided in table 1.

**Table 1: Food Education Programme Projects included in evaluation – overview and aims**

<b>Project [including total funding for period 2012-15]</b>	<b>Overview</b>	<b>Aims</b>
Chefs at Schools – Federation of Chefs [£100,000]	Supported by the Federation of Chefs Scotland (not for profit organisation). Envisaged that chefs and cooks can have significant influence as leaders on food culture.	Aims to encourage culinary and food industry professionals to work with teachers and children across Scotland to bring food education to life
Crofting Connections – Soil Association [£90,000]	Run jointly by the Soil Association Scotland, Scottish Crofting Federation and HIE. Enables young people living in crofting communities to learn about crofting (past, present and future).	Aims to increase children and young peoples' understanding of the connections between crofting, food, health and the environment; supports school and community local food-growing initiatives
Dumfries House Food Learning Centre [£225,000]	Dumfries House Trust is a charitable organisation located in East Ayrshire. It built a new Food Learning Centre to deliver food education opportunities for children and teachers.	Facilitates the teaching of pupils about how their food is produced, where it comes from, and how it affects their health and the environment
Eco Schools – Keep Scotland Beautiful [£225,000]	Inclusion of food as a theme in Eco Schools programme	To implement the new Food and Environment theme as part of the overall Eco Schools programme.
Futures in Food – Scottish Food and Drink Federation (SFDF) [£270,000]	Futures in Food is a national programme coordinated by SFDF which brings together food industries and schools in partnership using food as a topic within CfE to allow	Increase young people's awareness of careers in the Food and Drink Industry and inspire them to make the connection between food on their plates, learning in school and

	pupils to learn about food and careers in the food industry.	employment in the F&D industry.
Food for Thought Fund – Education Scotland [£1M]	Supports programmes that allow schools to work in partnership with industry/businesses which have a link to major cultural or sporting events e.g. the 2014 Commonwealth Games.	To support practitioners to build on/enhance existing practice in food education
Food and Health Development Officer – Education Scotland [£200,000]	The Education Scotland Food and Health Development Officer has a wide remit to support development of food education across schools in Scotland. Main tasks include: organisation of events, development, distribution and promotion of resources, offer and provide general support to teachers.	To provide support/resources to teachers and others in the private/public sector to use food as a topic for interdisciplinary learning.
Royal Highland Education Trust [£162,576]	Supports schools in teaching about food, farming and the countryside, through food and farming days and school farmer's markets and the education programme at the RHS.	Educate children & teachers about food and farming and create strong partnerships between RHET, farmers, schools and other food education partners.
Seafood in Schools – Seafood Scotland [£225,000]	Creation of collaborative clusters between the seafood sector and schools to promote learning on seafood.	To use seafood as a topic for interdisciplinary learning, delivering the experiences and outcomes of CfE and enhancing children's knowledge and understanding of the seafood supply chain

## Programme Evaluation

31. Overall, a total of £2.7 of funding was allocated from 2012-15 to increase young people's knowledge and understanding regarding the social, cultural, economic, health and environmental aspects of the food we eat. In order to evaluate the impact this funding has had on the desired outcomes, an evaluation framework was designed and implemented.
32. Different types of evaluation methodologies were considered. These are summarised briefly in the table below.

Table 2: Types of Evaluation

	Process Evaluation	Impact Evaluation	Economic Evaluation
Question to answer	'How was the intervention implemented and delivered?'	'Did the intervention actually work (i.e. generate the expected impact)?'	'Was the impact worth the financial investment (i.e. value for money)?'
Aim of the evaluation	This type of evaluation aims to assess whether the intervention was	This type of evaluation focuses on what happened as a result of	This type of evaluation places a monetary value on the impact ('the

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<p>implemented in the way it was supposed to be. This helps researchers to assess how and why any impact(s) was achieved, but not <u>whether</u> the impacts were achieved.</p>	<p>the intervention. It could be done via an attribution analysis or by a contribution analysis.</p>	<p>benefit') and compares this with the monetary value of the resources used to generate the impact ('the cost').</p>
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33. When undertaking evaluations, it is normally preferred to undertake an impact evaluation which is underpinned by a process evaluation. The aim of taking this approach would be to show clearly whether an intervention has caused the desired outcomes. This evaluation process is known as 'attribution'. This type of evaluation requires an assessment of:
- what would have happened anyway in the absence of the intervention (the counterfactual)
  - what happened (the outcome) as a result of the intervention, and
  - would any of the outcomes have occurred anyway (deadweight) perhaps as a result of other factors or influences.
34. While this evaluation would be ideal, measurement of attribution is often difficult, particularly when there are a wide range of factors influencing the outcome. This type of evaluation is often resource intensive.
35. Conducting an impact evaluation of the FEP's success was deemed to have had several limitations aside from cost that made any assessment of attribution quite difficult. These limitations included the following:
- The evaluation design of the programme was only initiated after the start of the 2012-15 funding round, consequently projects were not necessarily set up to provide relevant or comparable data to assess progress against some of the outcomes.
  - There was an absence of data demonstrating the baseline situation and a lack of controls for many of the outputs and outcomes, therefore it was not possible to show if any changes are as a result of the FEP or other factors.
  - A number of other food education related projects were taking place in schools that were not funded by the FEP. This increased the difficulty in attributing impacts on knowledge, attitudes, behaviours etc. solely to the FEP.
  - There was a reliance on projects conducting self-evaluation with potential for under-reporting of challenges and negative unexpected consequences and a bias towards positive data.
36. Due to the challenges described, an assessment of attribution was not considered feasible. Instead the decision was taken to conduct a 'contribution analysis' in combination with an overview of how each project was implemented (process evaluation).

37. Contribution analysis offered an alternative to overcoming some of the difficulties or impracticalities around carrying out attribution analysis. It does not attempt to prove that one factor (the intervention being evaluated) 'caused' the outcome. Instead, it explores the contribution of the policy or intervention to observed outcomes.
38. It was assumed that the interventions provided by the projects within the FEP supported the programme's outcomes.
39. An evaluation framework was devised, identifying output and outcome indicators for the FEP and describing the source of indicator data to measure contribution of the FEP to achieving the programme's outcomes and objective. Some further information on the evaluation framework is provided in the sections that follow.

### **Data collection**

40. Data was collected from various sources and comprised the following:
  - Project progress reports which included: data from monitoring of activities, summaries of data from feedback forms and financial information and industry/external involvement in delivering food education activities.
  - Interviews with project coordinators to supplement data from reports and provide more information on project delivery. The face to face interviews took place following completion of Year 1 and Year 2. The project Chefs@School only started in Year 2 of the FEP (2013-14); hence only one interview was conducted with that project coordinator. At the end of Year 3 a workshop attended by most project coordinators was organised to discuss progress thus far.
41. Additionally, some projects conducted their own evaluations for their individual projects. Education Scotland's Food, Health and Wellbeing Officer undertook a survey of primary and secondary schools which assessed the range and extent of food learning opportunities as well as resource usage. Crofting Connections commissioned an external organisation (University of Glasgow) to conduct an evaluation of their project. Other projects also conducted their own surveys which interviewed teachers, pupils and/or industry partners.
42. Following completion of Year 1 of the FEP, interviews were also conducted with Education Scotland's Health and Nutrition Inspectors with the aim of providing further information on opportunities developed, embeddedness of the programme in CfE and impact of the FEP on culture, learning and behaviour change.

## **Evaluation of project delivery**

43. In order to assess project delivery, an assessment was undertaken which drew upon information gathered from the various data sources described above. The information gathered included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Challenges faced
- Feedback from the target populations on successful delivery and satisfaction
- Identification of characteristics/features of successful projects

44. The assessment did not comment on the relative merits or difficulties of the projects in comparison to each other as evaluation activities and monitoring (across the various projects) were not necessarily comparable. Instead, the assessment highlighted general issues that had relevance to the implementation of food education.

## **Evaluation of programme outcomes**

45. For the evaluation of programme outcomes, a set of indicators were selected to assess outputs and outcomes for the FEP. Table 3 overleaf sets out the outcomes of the programme alongside the associated indicators and how each has been assessed.

Table 3: Outcomes and associated indicators for evaluation

Outcomes	Assessment/Indicators
<p><b>Opportunities</b> to learn about food are provided to young people</p>	<p>This has been assessed using data provided by individual projects on:</p> <ul style="list-style-type: none"> <li>• The number of pupils who have had an opportunity to learn about food through the FEP</li> <li>• The number of schools supported by FEP projects to provide food education</li> </ul> <p>An increase in the number of pupils/schools engaged year on year is taken as an indication of success</p>
<p>Food education activities are <b>embedded</b> in the curriculum and teachers appreciate food as a learning resource and are confident to deliver food related learning</p>	<p>Embeddedness refers to:</p> <ul style="list-style-type: none"> <li>• How confident and enthused teachers and schools are with using food as a learning resource</li> <li>• How useful they find using food as a tool to implement the learning principles of the new CfE</li> <li>• The extent to which food education activities are supported by a range of resources and which should contribute to the sustainability of providing food education opportunities through schools.</li> </ul> <p>The following indicators were identified as appropriate:</p> <ul style="list-style-type: none"> <li>• Number of food education CPD events.</li> <li>• Number of teachers attending CPD re food education.</li> <li>• Feedback from CPD (or other events) indicating positive impacts on learning, enthusiasm and confidence.</li> <li>• Resources – range, availability and feedback on use.</li> <li>• Feedback on food as a learning resource</li> </ul>
<p>Industry <b>investment</b> in food education is demonstrated and has increased/continues to increase, with commitment of industry to continue with engagement/partnerships</p>	<p>Data collected from individual projects on the number of <b>businesses</b> and other external contributors that they have engaged with and supported FEP projects. Individual projects provide estimates of the financial contribution from various investments (time, resources, venues, prizes, etc).</p> <p>Year on year increase in investment is treated as an indicator of success.</p> <p>Projects provide a description of the <b>range of businesses</b> and external organisation/individuals they have engaged with to support the delivery of food education, including the nature of support given.</p> <p>Information on the <b>nature of these partnerships</b> was also gathered during interviews with project coordinators.</p>
<p><b>Knowledge and awareness</b> regarding food has increased, whether social, cultural, economic, health, environmental or potential for a career in the food industry</p>	<p>The majority of individual projects collect feedback from pupils and teachers on learning primarily using post-activity feedback forms. Guidance was provided on generic types of questions to include in the feedback forms so as to collect consistent data across the projects. However, flexibilities were also applied to allow individual projects to tailor some of the questions to individual needs.</p>
<p>Positive change in <b>attitudes/intentions/behaviour</b> regarding food issues, food choices and career options</p>	<p>Due the long term nature of this outcome, it is not directly addressed within the planned review design. However, inferences to progress being made are reported in early and mid-term outcomes.</p> <p>A qualitative assessment based on attitude/intention/behaviour change feedback from teachers and pupil via feedback forms has also been carried out.</p>

46. It should be noted that the vast majority of the data analysed was provided by individual projects directly. As such, this evaluation relies on the quality and accuracy of the outputs provided.
47. Furthermore, self-reporting by individual projects comes with some challenges:
- Consistency (or lack of): Each project was asked to provide information twice a year in September (as an Interim report) and in March (as an End of Year Report). In order to minimise disruptions in the evaluation a set of templates and forms [available at [Annex 11](#)] were distributed among food education partners. In most cases these were applied, but some projects used their own evaluation protocols and formats. As a consequence, care was taken through the evaluation to maximise comparability over time as well as between projects where applicable.
  - Objectivity: Self-reported data collection relies on the honesty and objectivity of participants. The degree to which this is a problem will undoubtedly vary with the topic. Furthermore, it should be noted that people are in most cases unable to self-assess completely. Consequently, any self-reported information may not be as robust despite best efforts by individuals to be honest and accurate.
  - Accuracy: The main issue in this respect relates to data overlap. There are some schools that were visited by more than one project, and engagement with these schools is reported individually by each project. Furthermore, some students may have taken part in FEP activities in subsequent years but each engagement is recorded as if it were a new engagement. Therefore, assessing the degree of overlap has proven very difficult.
48. During the evaluation of the programme care was taken to minimise these challenges. This took the form, among others, of templates, data checks, primary data collection via face to face interviews with project partners and HNIs (Health and Nutritious Inspectors) or data triangulation. Nevertheless, these challenges should be borne in mind when assessing the results presented in this report.

## **Structure of report**

49. This report discusses firstly the FEP as a whole and evaluates how all projects have contributed to the programme's overall outcomes. The first section focuses on the delivery of the programme, and the second section evaluates progress that has been made in achieving the programme's outcomes and overall objective.
50. The report also includes a number of annexes which discusses progress made by individual projects in terms of delivery and achievement of programme outcomes and individual targets.

## **Progress on Overall Programme delivery**

51. This section evaluates the programme's delivery, it aims to answer the question 'how was the intervention implemented and delivered'. It assesses whether the FEP was implemented effectively.
52. In order to assess project delivery, an assessment was undertaken which drew upon information gathered from the various data provided by individual projects, which included:
  - Individual projects' progress against targets set by the Scottish Government
  - Individual projects' achievement of project aims
  - Challenges faced
  - Feedback from the target populations on successful delivery and satisfaction
  - Identification of characteristics/features of successful projects
53. In this section, no assessment is made of the relative advantages or disadvantages of the projects in comparison to each other. This is because evaluation activities and monitoring are not necessarily comparable across projects. Furthermore, projects were encouraged to work collaboratively where possible. The section therefore looks at the performance of the programme at an overall level.

### **Individual project's progress against targets set by the Scottish Government**

54. When providing funding to individual projects, the Scottish Government set out targets for each project to deliver on. These targets were reviewed and agreed on with each project and were in the main to ensure that a minimum number of opportunities were created for pupils to learn about food. The targets were also set to ensure that resources were produced and distributed, teachers could access further support if needed and that progress reports were provided on a timely basis.
55. Coordinators reported progress on targets set on a bi-annual basis: through an interim report half way through the financial year (around September) and an end of year report (in March).
56. From the information provided by project coordinators, at an overall level, the programme appeared to work well meeting most of its targets and objectives.
57. In many cases, projects not only aimed to achieve their targets but actually exceeded them. Some projects reported several examples of additional

activities that were taking place to expand food education in schools that were beyond the original scope of their targets.

58. In a minority of cases targets were achieved, but with a slight delay. This was due to a variety of reasons, namely lack of resources, changes in personnel or issues with the infrastructure of certain venues/locations. However, individual projects (for the most part) continuously reported on challenges faced and explained what actions were taken to mitigate problems while ensuring the smooth delivery of their projects and individual activities.
59. A systematic review of progress towards achieving Scottish Government targets is provided in the Annexes for each individual project.

### **Achievement of individual project aims**

60. Additionally, all projects set out their own objectives which they aimed to achieve on a yearly basis and/or by the end of the programme.
61. These objectives were therefore tailored to each individual project and formed the basis of the range of activities undertaken by individual projects.
62. From the data provided by project coordinators, at an overall level, the projects demonstrated a strong commitment towards achieving their individual goals. Mostly and throughout the life of the project, objectives were met and in some cases exceeded.
63. With the exception of one project, most projects delivered against targets set and in many instances took part and/or organised further activities beyond the scope of their targets.

### **Challenges faced by projects in delivery**

64. While all projects shared the overall goal of spreading and increasing food education, each project did so in its own way. Despite individual idiosyncrasies, the challenges faced by the different projects were similar and are each outlined below.
  - *Limited access to resources*: Lack of resources, in terms of limited staff, monetary constraints and time pressures, was the greatest challenge stated by all project coordinators.
  - *Introduction of Curriculum for Excellence (CfE)*: When the programme started, CfE had just been introduced and teachers were still adjusting to the new system. As such, project coordinators initially struggled to instigate teachers' interest in the subject. Through persistent communication and a range of CPD sessions on offer, as well as making guidance resources available to teachers, the initial resistance encountered was alleviated.

- *Industry engagement:* Another challenging aspect shared by many projects was around ensuring engagement from industry. The difficulty was not only in sparking initial interest in food education, but also ensuring continued and on-going commitment in taking part in the programme.
- *Resistance among secondary schools:* Generally, introducing food education projects was found to be much easier among primary schools than secondary schools. Embeddedness in the curriculum also appeared to work faster among primary schools as responsibility of the curriculum tends to lie within one person. It was often argued that obtaining consensus from the wide range of departments in secondary schools made it harder for food education to go beyond 'Home Economics' or the 'Health & Wellbeing' subject.

65. Over time, many of the challenges cited at the beginning of the programme were alleviated or even overcome. This had been achieved as a direct result of the commitment, passion and dedication of different project coordinators.

## Feedback from target audiences

66. Overall, feedback collected from the programme's target audiences was overwhelmingly positive. It should be noted, however, that all data was collected by project coordinators themselves and response rates in some cases were very low, ranging from 5 to over 100. Despite the low response rate in some cases, data provided has still been used to offer an indication of engagement with the programme.

### *Feedback from teachers*

67. The pilot years of the FEP coincided with the introduction of CfE in schools. As noted previously some resistance was encountered initially due to the added pressures of implementing the new curriculum in schools. However, once the first hurdle of resistance was overcome, teachers started to engage with the programme more enthusiastically. When data was collected, feedback was consistently positive. Statistics around usage of resources was also encouraging showing an upward trend across all projects. Among those teachers who attended CPD sessions or other learning events, response given on these events was also very positive with many not only rating their experience highly but also intending to share their new gained knowledge with the wider school community.

### *Feedback from pupils*

68. Of the limited number of projects who collected feedback information directly from pupils, the responses received were also very positive. Generally, the activities that attracted most interest were those that required hands on interaction. As a result of taking part in the FEP, many pupils claimed to have learnt something new about food; particularly in relation to the food industry and the types of job and qualifications on offer. Among those who completed feedback forms, there appeared to be an appetite for behaviour change, with

pupils claiming to be more willing to try new foods or considering a career in the industry as a result of taking part in the FEP.

### *Feedback from industry*

69. This positivity towards the programme was also embodied by the industry partners who took part in the FEP. While project coordinators found it challenging to engage with industry and moreover maintain a long term relationship with them, the limited feedback recorded from industry was very encouraging. The main difficulty in this respect was around the lack of knowledge from both schools and industry alike on how to engage with each other. As such, in many cases, project coordinators were tasked with mediating, facilitating and supporting these relationships.

### **Identification of features of success**

70. While each project has its own individual characteristics, there are a range of features of success that are common to all.
- *Involvement from industry:* While challenging at times, industry investment and more general business engagement with the project, exceeded the expectations of the project coordinators. The amount of in-kind investment increased continuously over time reaching a total of over £851,400 during Year 3 alone. Since the programme started in 2010, overall in-kind investment from industry and other external partners has been conservatively estimated by the project coordinators at over £2.5 million.
  - *Development of resources:* From the beginning of the programme there was a requirement for a set of consistent messages to be conveyed by *resources* and for teachers to know which resources to use and trust. Good developments were achieved in this area as the programme became more established. In particular, resources provided by Education Scotland and SFDF were welcomed and widely used.
  - *Pupil opportunities to learn about food:* There was also a continuous increase in the number of pupil opportunities provided to learn about food. The number of schools engaged in the programme also grew year on year. The programme, at a total level, achieved nation-wide reach though some areas (particularly around the Highland & Islands) were only engaged by one or two projects.
  - *Collaboration among projects:* There were many examples of partnership work among food education partners, not only to deliver their specific activities but also in terms of resource development and promotion of the scheme.
  - *Positive receipt of the programme:* Finally, feedback collected by project coordinators was positive: not only from pupils, but also from teachers and industry.

## Summary on overall programme delivery

71. At an overall level, the programme appeared to have been delivered well meeting and sometimes exceeding its targets and objectives.
72. Over time, many of the challenges encountered at the beginning of the programme were overcome. This was achieved as a result of the commitment, passion and dedication of the different project coordinators.
73. The greatest challenges faced by project coordinators remain, however, lack of resources (e.g. limited staff, monetary constraints and time pressures).
74. Schools/teachers were initially under significant pressure with the implementation of CfE which resulted in initial resistance from teachers to engage with FEP particularly during Year 1. However, in subsequent years as the pressure from implementing and understanding the CfE subsided, schools and teachers became more willing and enthusiastic to participate.
75. Introducing food education projects was easier among primary schools than secondary schools. Embeddedness in the curriculum also appeared to occur much quicker among primary schools as responsibility for the curriculum was more likely to lie with one person. It was reported that obtaining consensus from a number of departments in secondary schools made it harder for food education to go beyond 'Home Economics' or the 'Health & Wellbeing' theme.
76. From the beginning of the programme there was a requirement for a set of resources for teachers to use and trust. Good progress was made in this area as the programme became more established.

## Progress on Overall Programme Outcomes

77. The overall aim of the Food Education Programme is to increase young people's knowledge and understanding regarding the social, cultural, economic, health and environmental aspects of the food we eat.
78. The following outcomes were set for the programme:
- **Opportunities** to learn about food are implemented
  - Food education is **embedded** in the Curriculum for Excellence (CfE) and there are prospects for continued learning beyond the life of the programme
  - Industry **investment** in food education has been demonstrated
  - **Knowledge and awareness** regarding food has increased, whether social, cultural, economic, health, environmental or potential for a career in the food industry
  - Positive change in **attitudes/intentions/behaviour** can be demonstrated regarding food issues, food choices and career options
79. This chapter evaluates progress towards the overall programme outcomes, looking at each in turn: Opportunities, Embeddedness, Investment and Knowledge and Behaviour.

### Opportunities

80. This outcome focuses on the number of opportunities created by each individual project for pupils to learn about food. This has been assessed using data collected from individual projects to estimate the total:
- number of pupils who had an opportunity to learn about food through the FEP
  - number of schools supported by the FEP to provide food education
81. The data showed that reach of the FEP grew year on year; from around 50,000 pupils engaged in the baseline years (2010-12) to 82,300 in Year 1 and to 111,500 in Year 2. Recorded pupil opportunities for Year 3 stood at 130,900, representing a 15% increase from the previous financial year.
82. During the period 2010-15, the FEP delivered around 374,700 individual opportunities for pupils to learn through food education projects.
83. Likewise, the number of opportunities for schools to engage in food education activities increased over time. It is estimated that 1,461 opportunities for schools were created to engage with the programme through 2014-15 alone. This represents a 27% increase from the previous year.

84. The table below summarises the number of schools engaged and pupil opportunities created by the programme.

Table 4: Summary of reach opportunities created over time

	Pilot 2010-12	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Number of opportunities for schools to engage in food education activities	800	1,003	1,152	1,461
Pupil opportunities to learn about food	45,000-55,000	82,300	111,500	130,900

85. Over the course of the programme (2012-15), at least 57% of all primary school, 52% of all secondary schools and 29% of all special needs schools have been engaged at least once. The figures below show the coverage of the programme in primary and secondary compared to the overall school tally for Scotland.

Image 1: FEP Geographical coverage of primary schools 2012-2015

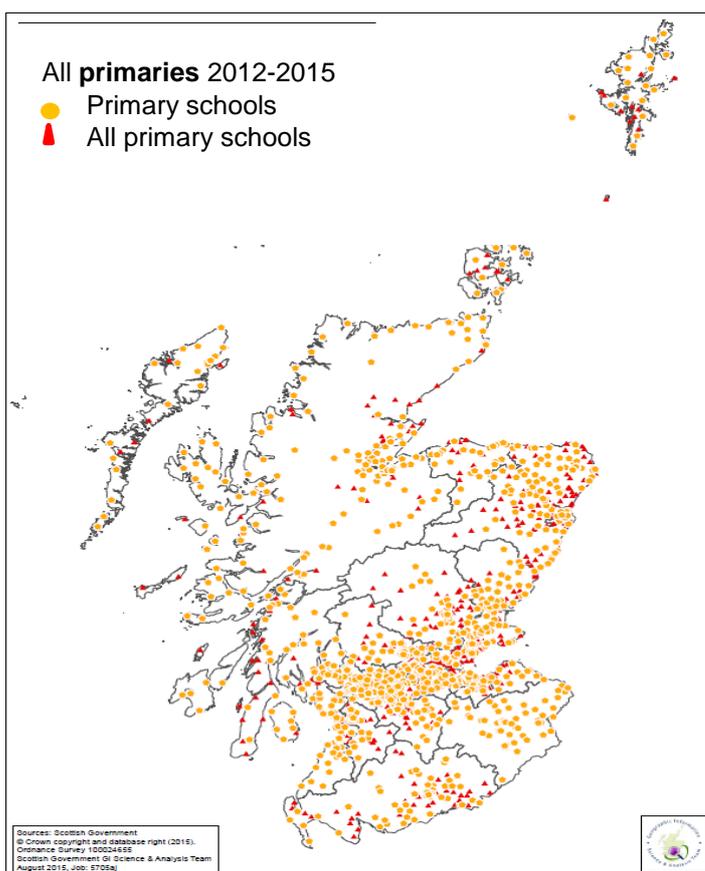
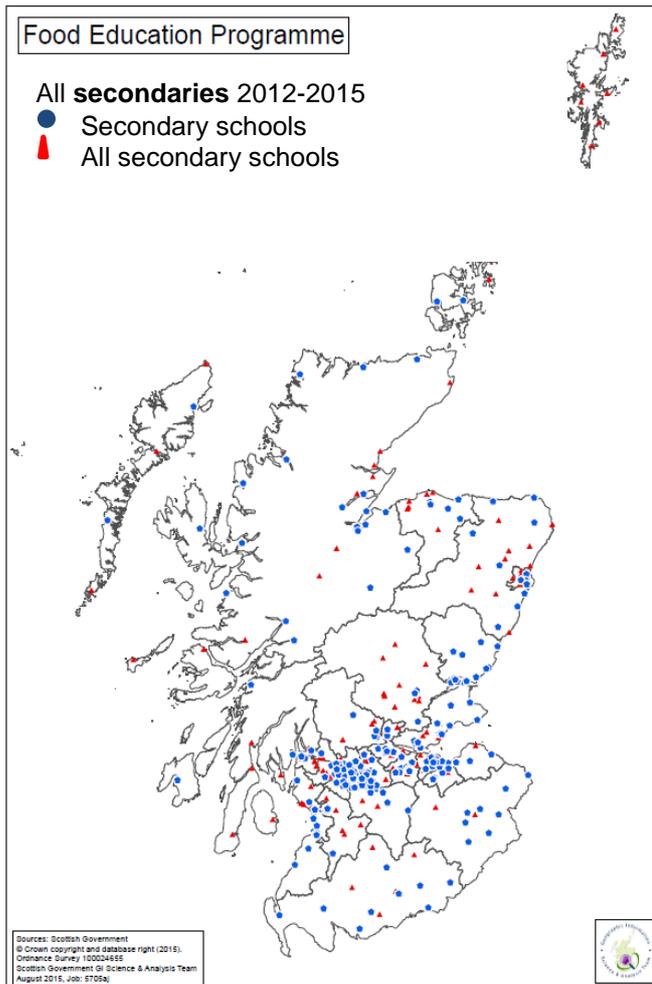


Image 2: FEP Geographical coverage of secondary schools 2012-2015 through FEP



86. The data suggests that good progress was made in reaching over half of schools (both primary and secondary schools) in the first three years of the programme. However, there is potential for further growth in engaging more schools.

## Embeddedness

87. Embeddedness of the FEP relates to:

- How confident and enthused teachers and schools were using food as a learning resource
- How useful they found using food as a tool to implement the learning principles of the new CfE
- The extent to which food education activities were supported by a range of resources.

88. The following indicators were used to measure progress made on Embeddedness:

- Number of teachers attending CPD sessions on food education
- Feedback from CPD (or other events) indicating positive impacts on learning, enthusiasm and confidence
- Resources – range, availability and feedback on use

89. Over the course of the programme, CPD opportunities for teachers increased steadily from 700 individual opportunities during the pilot years 2010-12, to a record of 5,022 during the latest FEP year 2014-15 – a sevenfold increase. The main contributors to this indicator were Education Scotland (through Food For Thought and their Food and Health Development Officer) and Seafood at Schools. Further detail is provided in the table below:

Table 5: Number of teachers reported to attend a CPD event over time

	Pilot 2010-12	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Number of teachers attending CPD events	700	1,770	2,400	5,022

90. Where provided and measured, feedback on CPD events continued to be on the whole very positive and appeared to encourage and inspire teachers to use food and drink intrinsically throughout the curriculum.
91. Among those projects that measured teachers' confidence in using food as a topic for interdisciplinary learning, this appeared to have increased over time. Although, it should be noted that this measure of confidence was self-reported by (in some cases the small number of) teachers who completed the feedback forms<sup>2</sup>.
92. A wide range of resources was developed through the life of FEP by the different projects ranging from posters, leaflets, booklets, films, case studies and books – and most of these resources were made available online.
93. Furthermore, most projects used their individual website as a platform for teachers to access further resources. Where data was available, online downloads showed an increase over time.
94. In some cases, materials were translated into Gaelic (specifically through Crofting Connections and Seafood in Schools) and used as a tool for developing language skills too.
95. On the whole, most of the FEP projects endeavoured to demonstrate a commitment towards providing learning opportunities for teachers through CPD and other events as well as through continuous updating and expansion of resources. Where measured, this enhanced teachers' confidence in using food and drink as a subject for learning throughout the curriculum.

<sup>2</sup> Sample size ranged from 20 to over 200.

## Investment

96. A further outcome of the programme was defined as ‘industry investment in food education is demonstrated and has increased/continues to increase, with commitment of industry to continue with engagement/partnerships’.
97. In order to measure progress towards this outcome, data was collated by project coordinators on the number of businesses and other external organisations working in partnership or providing resources to the FEP projects.
98. In-kind investment into the programme took many forms including staff and professional expertise, time, varying provisions of resources and facilities, donations of prizes, provision of venues, free media coverage from a wide range of businesses including: bakers, fishmongers, butchers, farmers, marts, large businesses and major retailers, community members, chefs, aquariums and research organisations. A year on year increase in in-kind investment was treated as an indicator of success.
99. Since the programme started in 2010, overall in-kind investment from industry and other external partners was conservatively estimated by the project coordinators at over £2.5 million<sup>3</sup> compared to around £3 million funded by the Scottish Government.
100. Over time and assuming that an even split of in-kind investment took place during the first two baseline years (ca. £200,000 in each year), there was a progressive increase of external investment.
101. From the data collected so far, industry and other external partners contributed an estimated £851,480 of in-kind investment in food education during Year 3 alone.
102. The table below shows amounts invested both by the Scottish Government and the estimated in-kind equivalent provided by industry and other external partners.

Table 6: Overall amount of investment (£) over time

	Pilot 2010-12	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Scottish Government funding	£610,000	£462,284	£1,025,846	£998,446
In-kind investment from industry and other external partners	£410,000	£546,900	£729,900	£851,480

<sup>3</sup> This figure is based on estimates calculated by the project coordinators. Information was received by all projects with the exception of Dumfries House Food Learning Centre.

103. It should be noted that it was very difficult to cost some in-kind contributions; consequently, the amounts quoted above should be treated strictly as conservative indicative estimates and not as exact contributions.

## **Learning and Behaviour Change**

104. The last two intended outcomes of the programme relate to greater knowledge and awareness regarding food and a positive change in attitude, intentions and behaviour around food issues, food choices and career options.
105. The majority of individual projects collected feedback from pupils and teachers on learning and their experience of taking part in the project. This was primarily achieved using post activity feedback forms. The Scottish Government provided some guidance on generic types of questions to attain consistent data across projects. However, flexibilities were also applied to allow individual projects to tailor some of the questions to individual needs.
106. It should be noted that while the impact of the projects on knowledge and awareness could be directly measured upon completion of individual activities or attending specific events, a positive change in attitudes/intention/behaviour could not be directly measured within the current review design. Resources were limited and could not sustain a post project evaluation of possible behaviour impact on teachers and pupils. It has therefore been inferred only from early and mid-term outcomes based on the information collected on feedback forms from teachers and pupils.
107. While impact on learning and behaviours has been difficult to assess robustly, there were indications that the FEP had some short-term positive effect on both respects. For example, pupils indicated that taking part in the programme increased their knowledge of food and its impact on the environment.
108. Some projects asked participants to state what they had learned as a result of taking part in the programme. The majority of students agreed that participating in the FEP helped increased awareness around food issues and food choices. Depending on the project they took part in, knowledge raising was focused around seafood, or farming or careers in the food industry for example. Though more established in primary schools, food was used as a context for learning across multiple disciplines, although the main focus continued to be on Health & Wellbeing.
109. The data appears to suggest that there was increased knowledge for example around growing food and cooking with raw produce. Furthermore, projects involving growing and/or cooking food reported an increased proportion of pupils that were willing to try new foods and for the most part claimed a positive shift on intended future behaviour.

110. Another area where the programme appeared particularly successful was around increasing awareness and knowledge of careers in the sector. In some instances pupils appeared surprised by the wide range of disciplines that are relevant and skills needed by the food and drink industry.
111. While progress towards this outcome, does not necessarily mean long term behaviour change, it indicates a step in the right direction.

## **Summary of overall programme outcomes**

112. Overall, the programme appeared to have made good progress towards achieving its outcomes (opportunities, embeddedness, investment and learning and behaviour), albeit to different degrees for individual projects.
113. Reach of the FEP grew year on year. Since the programme started in 2010, the programme has delivered around 374,700 individual opportunities for pupils to learn through food education projects.
114. The number of opportunities for teachers to attend food education related CPD events also increased year on year - just under 10,000 opportunities were created since the programme started. Furthermore, there was a reported increase in confidence among teachers in using food as a tool for interdisciplinary learning.
115. As the programme progressed, food as a topic appeared more established in the curriculum. While good progress was reported among primary schools, it appeared to have been more challenging to establish food as an interdisciplinary topic among secondary schools (where the main focus continued to be around the 'Health & Wellbeing' theme).
116. The amount of in-kind investment received from industry and other external partners also grew over time. Overall, in-kind investment since 2010 was conservatively estimated at just over £2.5 million compared to around £3 million funded by the Scottish Government.
117. While difficult to assess robustly, from surveys conducted by project coordinators amongst pupils and teachers, knowledge about food appeared to have increased since initiation of the programme. Feedback from activities undertaken was on the whole very positive, with students highly enthusiastic and keen to continue learning about food.
118. Impact on learning and behaviours has not been possible to assess robustly, but there were indications that the programme had some short-term positive effect on behaviour. While these positive outcomes do not necessarily entail long term behaviour change, they are a step in the right direction.

## Conclusions

119. On the whole, the programme has been a success during the period it has run, with individual projects meeting and sometimes exceeding their targets.
120. In terms of delivery, the programme appeared to work well with no significant issues raised in terms of infrastructure, management or budget.
121. Good progress was also made, albeit to different degrees (by the different projects), against each of the programme outcomes.
122. Even though it was not possible to assess long term impact or behaviour change, data collected suggests that the programme has allowed pupils and teachers to make progress in the desired direction.
123. Over the time it has been running, the FEP has created a solid platform for the continuous inclusion of food as a topic for interdisciplinary learning in schools. The wide range of resources created, the extend of usage of these materials and the positive feedback provided by teachers who attended CPD or other learning events, demonstrates a clear appetite for continuous learning and availability of resources to support food education.
124. Teachers have played a vital role in the successful implementation of the programme, demonstrated via the increased number of teachers attending CPD or other events as well as through the significant use of the various teaching resources that have been made available to them.
125. However, there was also evidence of some resistance among some schools/teachers to engage with the programme. This was due to lack of resources and limited understanding and confidence among teachers on how to use food as a topic for learning. For project coordinators, overcoming this resistance remains an area of focus and review.
126. While some good progress has been achieved, there is still scope for further expansion with just over half of Scotland's primary and secondary schools having been involved in the programme so far.
127. With the level of industry in-kind investment in the programme increasing over time, there might be scope for greater independence of some of the projects, and therefore less reliance on Scottish Government funding.

# Annex 1: Chefs@School – Federation of Chefs

## Background to the project

128. This section provides background information to the project Chefs@School. It describes how the project came to life, discusses the project's aims, outcomes and budget.

## Project description

129. Chefs@School was introduced into the FEP in 2013 and was funded by the Scottish Government and administered by the Federation of Chefs Scotland. Its overall aim is to encourage culinary and food industry professionals to work with teachers and children across Scotland to bring food education to life<sup>4</sup>.

130. Chefs@School is an initiative which aims to tap into the expertise and enthusiasm of professional chefs to add value to the school curriculum and accelerate the evolution of food culture in Scotland. It promotes partnership between chefs/cooks and schools to provide role models for young people and add value to food education activities.

131. The project engaged with schools through three main routes:

- *Individual work.* In this format, chefs/cooks and teachers worked together to develop a lesson plan and hands-on activities. These events were tailored to individual schools, classes or even subject.
- *Cluster work.* A group of schools worked together towards one project. Primary schools were usually grouped around their allocated secondary schools or in other instances; schools were grouped around their geographical location.
- *Major events.* Chefs@School also had a presence at several national events such as: the Royal Highland Show, Eat Drink Discover Scotland, Healthy Living Awards or Scottish Chefs Conference.

132. The project was led by a project coordinator from Federation of Chefs. The coordinator's role was to facilitate the relationship between schools and chefs, run big events and support schools when they had difficulty finding a chef.

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<sup>4</sup> Chefs@School website: <http://www.chefsatschool.org/>

## Project aims and outcomes

133. The **overall aim** of Chefs@School was to:

**encourage culinary and food industry professionals to work with teachers and children across Scotland to bring food education to life.**

134. **Specifically, the objectives** of the project were to:

- Engage with chefs/cooks as role models and link schools and communities to a network of cooks/chefs
- Engage with issues of local provenance, quality, health, environment, healthier choices, recipes, cost
- Raise awareness of careers development in the industry and inspire young people about Scottish Food, and also the food, drink and hospitality industry
- Work in alignment with the 'Principles for a partnership approach for the food and drink industry and other related organisations' publication<sup>5</sup>

135. The project's **outcomes** were defined as:

- Learners will have enhanced skills in cooking with fresh, local produce
- Chefs acting as role models demonstrate vocational pathways for learners
- Learners will have gained understanding about seasonal produce and can apply that knowledge and understanding around seasonality to source, create and make nutritionally balanced meals
- Adding value to the curriculum by using food as an interdisciplinary vehicle of knowledge

## Project budget

136. In total the Scottish Government provided £100,000 of funding over the financial years 2013-2015. During the first year 2013-14 and to aid with set up costs, £64,000 was supplied. In the subsequent year 2014-15, funding was awarded of £36,000.

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<sup>5</sup> 'Principles for a partnership approach for the food and drink industry and other related organisations: <http://www.scotland.gov.uk/Publications/2011/06/20161111/1>

## Progress on project delivery

137. In order to assess project delivery, an assessment was undertaken which drew upon information gathered from the various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Challenges faced
- Feedback from the target populations on successful delivery and satisfaction
- Identification of characteristics/features of success

## Attainment of Scottish Government targets

138. In its short life, the project appeared to have been running successfully, meeting (and sometimes even exceeding) its milestones despite the challenging environment. Furthermore, self-reported satisfaction was high from both pupils and staff. The table that follows shows year on year progress towards achieving the project's targets.

Table 7: Chefs@School Progress towards achieving targets

Target	Progress	Status
Launch of the programme	Programme was launched in September 2013 with Cabinet Secretary Richard Lochead, Andrew Fairlie and representatives of the Federation of Chefs Scotland, Craft Guild of Chefs and Academy of Culinary Arts	Achieved
Set up Steering Committee for the project	Complete the steering committee met three times and consists of representatives from across the industry	Achieved
Developing lessons plans with Education Scotland	Collaborative approach – [no further detail provided]	Achieved
Introductory materials and risk assessments	Living document updated on a regular basis to keep track of legislative changes and developments	Achieved
Evaluation mechanisms	Teachers and pupil feedback forms have been devised. New mechanisms developed to ensure that we receive a satisfactory level of response we now have an online teacher response and pupil version comes online December 2014. Survey for chefs also designed.	Achieved
Pupil numbers	On track to deliver target	Exceeded
Chefs@School newsletter	Monthly update for schools and chefs sharing news and resources	Achieved

139. Additionally, the project engaged in other activities which were not part of the original targets. These included taking part in a children's theatre at the Royal Highland Show in collaboration with QMS, an exhibition at the annual chef's conference or developing a joint CPD programme with the Royal Horticultural Society for teachers as part of the Grow Cook Eat Programme.

### **Achievement of project aims**

140. Objective #1: *Engage with Chefs as role models and link schools and communities to a network of cooks and chefs.* Good progress was made in this area. During the first year, recruiting and retaining chefs was found very challenging, as such the project expanded its focus to also include school cooks. This new strategy was successful in expanding the reach of the programme.
141. Objective #2: *Engage with issues of local provenance, quality, health, environment, healthier choices, recipes, cost.* A range of different topics was discussed during the events. Lesson plans were developed in collaboration with teachers to fit the curriculum activities of the specific school/cluster.
142. Objective #3: *Raise awareness of careers development in the industry and inspire young people about Scottish Food, and also the food, drink and hospitality industry.* From the reports provided by the project coordinator, it appeared that chefs/cooks played a pivotal role in providing and explaining the link between food and careers in the industry. Furthermore, collaboration with other food education partners such as Seafood in Schools strengthened the link between the project activities and future career options in the sector.
143. Objective #4: *Work in alignment with the "Principles for a partnership approach for the food and drink industry and other related organisations" publication.* No data was provided to support progress towards this objective.
144. From the data available, the project seemed to make good progress towards achieving its pre-defined objectives. This was particularly the case in regards to providing a clear link between industry (in the form of chefs and cooks) and schools.

### **Challenges**

145. A face to face interview with the project coordinator was conducted following completion of Chefs@School first year (2013-14). A set of challenges inhibiting the smooth run of the project were identified.
146. The main challenge encountered by Chefs@School was to recruit and retain chefs. The project coordinator reported that the high level of job rotation in the industry had made it difficult for them to sustain a long term relationship between a chef and a school.

147. Moreover, the project coordinator also noted that some schools overworked the chefs. As a result, chefs became overwhelmed by what the schools were asking of them and therefore the relationship between the school and chef suffered or broke down.
148. Another challenge encountered by the project coordinator was that many primary school teachers felt unsure about their skills and abilities to deliver food education.
149. In order to overcome these hurdles, Chefs@School worked intensively to strengthen the relationship between schools and chefs. Constant communication and relationship management (mediation between schools and chefs) appeared key for the success of the project.
150. An area for improvement highlighted by the project coordinator was around greater and further collaboration among food education partners: *'All the programmes working together and collaborating as we have been doing in the last year has seen a huge benefit. What we could do more of, is sitting down with the Local Authorities, working at a local authority level – we know of programmes that are going over area and they can maximise efforts together'*<sup>6</sup>.

### **Feedback from target populations**

151. On completion of events, Chefs@School surveyed both teachers and pupils. Results of these surveys were collated and reported to Scottish Government annually.
152. Response rates from teachers were on the whole fairly low, with 33% of teachers taking the time to complete the questionnaire during 2013-14 (n=30) and 29% during 2014-15 (n=27)<sup>7</sup>. Time was highlighted as the main barrier for giving feedback<sup>8</sup>. In order to increase response rates, some teachers were spoken to on the phone and their feedback was recorded from those conversations.
153. Overall, teachers who responded to the survey provided positive feedback. A summary of key findings is reported below. Further detail of the survey results can be found in the chapter, [Progress on Programme Outcomes – Learning and Behaviour Change](#).
  - All teachers who responded rated the event as either good or average

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<sup>6</sup> Interview notes with Project Coordinator. August 2014.

<sup>7</sup> Please note, small base size. Data should be treated with caution.

<sup>8</sup> Increasing response rate among teachers was proven difficult across all food education partners. Response rates recorded by other surveys conducted by other projects were also fairly limited.

- All teachers who responded to the survey strongly agreed that using chefs and cooks for the delivery of food education improves the engagement of students in the subject.
  - All teachers who responded to the survey also agreed strongly that chefs and cooks have the ability to deliver messages of health and nutrition in an appealing way to young people.
  - Willingness to engage further with the project was high with a majority of teachers who completed the survey (80%) reporting that they had invited the chef to come back to work with the children again. Most teachers (80%) have also planned follow up activities in relation to the event.
154. Self-completion questionnaires were given to pupils following their participation at events. Around 500 pupils returned feedback forms each year. In line with teachers' experience, among those pupils who responded to the survey, feedback was also positive:
- 85% of pupils said they had enjoyed the lesson.
  - 70% said they had tried the food demonstrated or that they had made.
155. All in all, feedback from teachers and pupils alike was highly positive. They all appeared to have enjoyed the lessons and were keen to be involved again.

### **Key features of success**

156. In the two years that the project has been implemented as part of the FEP, it successfully met or exceeded all its targets. It also engaged with activities over and above the initial requirement.
157. The project coordinator played a significant role in the success of the project, not only taking the administrative role but also recruiting chefs, matching them with schools, creating resources, supporting chefs with training and materials, mediating relationships, etc...
158. Furthermore and despite its infancy, the project was a key contributor to the overall level of opportunities created. At a national level, 6% of all primary and 15% of all secondary schools engaged with the project.
159. Chefs@School continuously sought a collaborative approach with other food education projects including RHET, Seafood in Schools and Education Scotland. This took the form of joint project ventures by for example using chefs to explain how to cook/prepare seafood (in the context of Seafood in Schools).
160. The project was also heavily involved in CPD and resource development and there was a self-reported positive impact on learning and behaviour change.

## Progress on Programme Outcomes

161. This section focuses on the impact that Chefs@School has had on the wider FEP outcomes of Opportunities, Embeddedness, Investment and Learning and Behaviour Change. Each outcome is discussed in turn.

### Opportunities

162. This section reports on progress towards the overall programme outcome: **Opportunities** to learn about food are provided to young people.

163. Since its launch, Chefs@School provided over 20,300 opportunities for pupils to learn about food, with a yearly growth of 56%. The target of reaching 15,000 interactions by June 2015 was exceeded three months in advance.

164. There was a high degree of collaboration with other projects, in particular with Seafood in Schools. Out of the 12,345 opportunities created during 2014-15, around 2,500 were through cluster events in partnership with Seafood in Schools.

165. The high level of opportunities created was linked to the amount of effort invested in recruiting new schools. The total number of schools engaged during the first year of the project was 63, this increased to 184 the following year. While in absolute numbers there were significantly more primary than secondary schools involved during 2014-15, it should be noted that this represents only 6% of all primary schools across Scotland compared to 15% of all secondary schools.

166. Details of opportunities created over time are shown in the table below:

Table 8: Chefs@School Opportunities Created Over Time

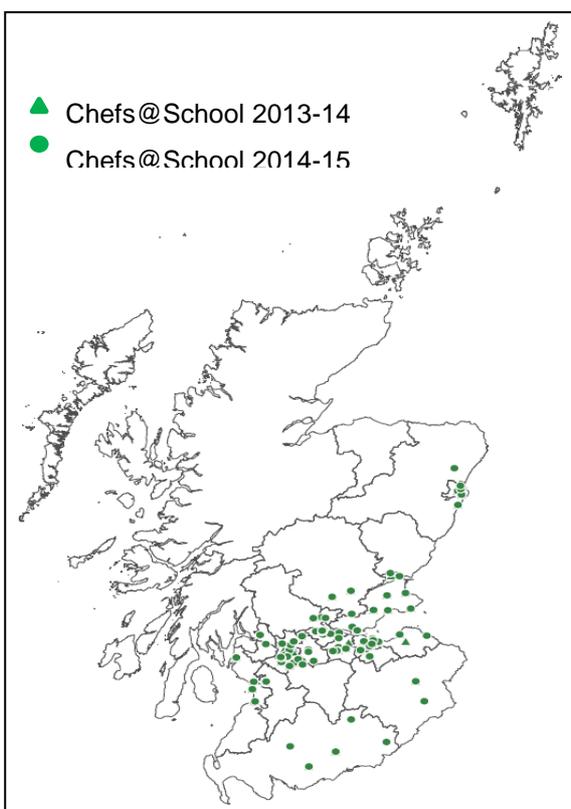
	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
Pupil opportunities created		7,950	12,345
No of schools engaged	n/a	63	184
- of which primaries		29	131
- of which secondaries		34	53

167. During 2014-15, further detail was provided as to how the 12,345 opportunities were created. This were split as follows:

- Just over 9,000 opportunities for pupils to learn about food were delivered through direct project interaction
- Over 2,500 took place via cluster events in collaboration with Seafood in Schools, and
- 855 opportunities were further achieved through other collaborative events.

168. The map below shows the geographical spread of Chefs@School over time. As shown in the map, the project's coverage however, was heavily focused on the Central Belt, Aberdeen and Dundee.

Image 3: Chefs@School geographical coverage



## Embeddedness

169. This section discusses Chefs@School progress towards the overall programme outcome: *Food education activities are **embedded** in the curriculum and teachers appreciate food as a learning resource and are confident to deliver food related learning.*

170. The following indicators were identified as appropriate to measure progress towards the Embeddedness outcome:

- Number of Food education CPD events

- Number of teachers attending CPD events regarding food events
  - Feedback from CPD (or other events) indicating positive impacts on learning, enthusiasm and confidence
  - Resources – range, availability and feedback on use
171. Chefs@School appeared to have been very active in delivering against this outcome. The project interacted with teachers through major events such as the Scottish Learning Festival or Early Years Practitioners Day and through work with other projects such as RHET Food & Farming Days.
  172. During the first year of the project, around 250 interactions with teachers were reported. During the second year, this increased significantly to 400 interactions.
  173. Participating teachers were asked by Chefs@School to complete a feedback form. The majority of teachers (80% of those who completed the survey) said they had done some continued learning as a result of participating in the Chefs@School event. Most teachers had invited the chef/cook to come back to their school.
  174. All teachers who responded agreed that using chefs improves students' engagement in food education.
  175. The project was not only active in delivering training and support for teachers. In fact, the main focus on training during the first year of the project's life had been for the chefs. All Chefs interacting with schools received a welcome pack including training resources as well as personal guidance from the project coordinator. The materials were constantly updated to keep up to date with legal developments around mainly Health & Safety.
  176. Resources evolved during the second year (2014-15), to also add some specific guidance and materials for the use of teachers. Lesson plans were also developed in collaboration with Education Scotland.
  177. From feedback forms collected by Chefs@School, teachers were very happy with the format and content of the events rating them either as *Excellent* or *Good*.
  178. All teachers who responded to the survey agreed that taking part in the event inspired students to be more health and environmentally aware. Subjects covered in the events were: Health & Wellbeing (100%), Technologies (80%), Social Studies (20%) and Sciences (20%).
  179. All in all, the project demonstrated a sense of commitment in ensuring that food education activities are embedded in the curriculum. A range of resources were created and kept up to date. Lessons plans were developed in partnership with Education Scotland and shared with teachers and chefs alike. Teachers were approached through a variety of different major events

and feedback from these sessions and the resources were positively welcomed.

## Investment

180. Another outcome of the programme was with regards the level of investment generated from industry. The outcome was defined as: industry **investment** in food education is demonstrated and has increased/continues to increase, with commitment of industry to continue with engagement/partnerships.
181. Originally Chefs@School aimed to recruit solely chefs to provide food education. However, the recruitment of chefs proved quite challenging for the project coordinator due not only to the high level of job rotation in the industry but also to the impact of the recession on labour available at restaurants. Some businesses lost staff and did not replace them to save costs<sup>9</sup>.
182. In response, Chefs@School expanded the scope of the programme to include school cooks. The rationale behind this was that cooks already work at the school and must have acquired nutritional training. In order to aid with the recruitment of cooks, the project coordinator attended major facilities manager conferences.
183. A total of 31 chefs/cooks took part in the project each year.
184. The level of in-kind investment received by the project more than doubled between the first and second year of the project. At a total level, equivalent to 67% of Scottish Government funding was raised and added to the funding the project received from the Scottish Government. Funding available to the project is reported in the table that follows.

Table 9: Chefs@School Investment

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
Scottish Government investment		£64,000	£36,000
In-kind investment from industry and other external partners	n/a	£21,400	£45,800

185. In the two years that Chefs@School has operated as part of the FEP, it has developed significant engagement from industry. Not only through the recruitment of chefs/cooks but also through high levels of in-kind investment from industry and other external partners. During 2014-15, for example, the amount of in-kind investment received surpassed Scottish Government funding.

<sup>9</sup> Source: Interview notes with project coordinator.

## Learning and Behaviour Change

186. The two last outcomes of the programme are in relation to learning and behaviour change: **Knowledge** and awareness regarding food has increased; and Positive change in attitudes/intention/**behaviour** regarding food issues, food choices and career options.
187. Like other FEP projects, Chefs@School collected feedback from pupils and teachers on learning. It has not been possible to assess behaviour change using the information collected. However, a qualitative assessment based on attitude/intention/behaviour change through the feedback forms completed by teachers and pupils has been carried out.
188. In relation to knowledge and awareness of food, the information collected via feedback forms, pointed to a high level of satisfaction and enthusiasm about the event. The majority of pupils (over 80%) each year said they enjoyed the lessons. Over 70% tried the food made by chefs in cooking demonstrations or that they had made themselves. Of those that tried the food cooked, around 75% said they enjoyed it.
189. From teacher feedback forms, it was evident that there was a high level of enjoyment and enthusiasm as a result of taking part in the Chefs@School event. Feedback forms were distributed and collected during the first two years of the project. Results reported below are for the first year of the project, but this remained very stable over time.
- 100% strongly agreed that using chefs and cooks for the delivery of food education improved the engagement of students in the subject
  - 100% strongly agreed that chefs and cooks had the ability to deliver messages of health and food nutrition in an appealing way to young people
  - 80% strongly agree (20% agree slightly) that after taking part in the event, students were more aware of opportunities for career development in Hospitality
190. The feedback also suggested a willingness to cook more at home with 85% of participating pupils each year stating they would cook more at home. The extent to how much this has translated into actual behaviour outside the school gates is beyond the scope of this evaluation.

# Annex 2: Crofting Connections – Soil Association

## Background to the project

191. This section provides background information to the project Crofting Connections. It describes how the project came to life, discusses the project's aims, outcomes and budget.

## Project description

192. Crofting Connection is a project run by Soil Association Scotland in partnership with the Scottish Crofting Federation, which enables children and young people living in crofting communities throughout the Highlands and Islands to learn about crofting (past, present and future).

193. The project focuses on remote and rural schools located in the crofting counties, where population retention and stewardship of the land are closely linked with maintaining the viability of schools and the cross-generational spread of communities.

194. The project was delivered over two phases. Phase 1 (which took place from 2009 to 2012) expanded the geographical and educational scope of a precursor project, 'Planting to Plate' which ran in four schools during 2007<sup>10</sup>. Phase 2 (2012-16) was further developed to deepen and extend the project, with greater focus on secondary schools, skills progression, employment and sustainability.

195. The project was supported within the FEP because food production is a primary activity of crofting and is the most significant aspect of crofting in terms of current economic, environmental and social priorities.

## Project aims and outcomes

196. The overarching aim of crofting connections was to

**raise awareness and understanding of crofting to ensure its sustainability and to safeguard the future of crofting.**

197. In relation to food production and consumption, specific objectives were defined as follows:

- Increase children's and young peoples' understanding of the connections between crofting, food, health and the environment
- Support schools and communities to create local food-growing initiatives

<sup>10</sup> Planting to Plate activities included growing crops, studying crofting history and culture.

198. A further set of more general objectives was also identified for Phase 2 which sort to:

- Create stronger partnerships between schools and community-owned crofting estates, crofting landlords, social enterprises and local businesses.
- Provide high quality CPD opportunities for teachers and increase their involvement with heritage, science and environmental professionals.
- Provide older children and young people with work skills relevant to the economic priorities and opportunities of crofting communities.
- Create clear pathways for progression into sustainable employment opportunities in crofting and related rural industries.

### **Budget**

199. In total, Crofting Connection received £90,000 in funding from the Scottish Government. This was received over three years, contributing 28% of the total funding requested. The project received an additional £324,868 in funding from:

- Heritage and Lottery Fund (HLF): £84,000 over three years (equivalent to 26% of overall funding)
- Highlands and Island Enterprise (HIE): £105,378 over three years (32%)
- Learning Directorate Curriculum Unit: £22,000 in Year 1 (7%)
- Other charitable trusts: £23,490 over three years (7%)

### **Progress on project delivery**

200. Progress on project delivery, was assessed using information gathered from various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Challenges faced
- Feedback from the target populations on successful delivery and satisfaction
- Identification of characteristics/features of successful projects

## Attainment of Scottish Government targets

201. Crofting Connections made good progress on many of the targets. Some targets showed evidence of greater progress than others, but overall, a lot of activity was undertaken to promote, develop and further establish the project.

202. The table below shows detailed progress over time.

Table 10: Crofting Connections progress towards achieving targets

Target	Progress	Status
Extend the reach of the programme to 160 schools (by 2016)	Total of 158 schools recruited up to March 2015: Year 1: 97 schools, Year 2: 43 schools, and Year 3: 18 schools.	Achieved
Establishing flagship schools from Phase 1 schools, twinning and mentoring these with new schools	19 flagship schools so far, although no official accreditation. Phase 1 schools in all areas encouraging new schools to join.	Achieved
Holding an annual Crofting Connections Conference	Hold during 2013/14/but not during 2014/15	Partly achieved
Increase effectiveness of CC as a primary to secondary transition subject	During Phase 2: 126 primaries, 32 secondaries reached. On-going transition work throughout the year also introduced.	Achieved
Build on links with community-owned crofting estates	Through Food for Thought projects. 'Aquaculture in Shetland' and 'Crofters and Fisherfolk' in Moray.	Achieved
Encourage greater active engagement with crofters, landlords and volunteers	Engagement with crofters and business people over time	Achieved
Develop strong progression pathways between Crofting Connections and Skills for Work courses by: <ul style="list-style-type: none"> <li>Significantly increasing the number of secondary schools who engage with the project</li> <li>Developing a SQA accredited course in crofting (Rural Skills)</li> <li>Holding annual summer schools in key crofting areas</li> </ul>	New 28 secondary schools recruited during Phase 2 so far.  New SQA accreditation launched in 2013/14  Annual summer schools held	Achieved
Develop and deliver new CPD opportunities for teachers	Over 300 opportunities for teachers (Year 1: 65, Year 2: 108, Year 3: 139).  Through CPD directly: 108 teachers reached over a total of 39 events	Achieved
Work in partnership with other food education partners	Work with several food education partners including: Seafood in Schools, Food for Life Scotland, RHET and Royal Northern Countryside Initiative.	Achieved

203. Crofting Connections also conducted an evaluation of their own project led by Glasgow University<sup>11</sup>. One of the findings of the evaluation was around the positive impact the project coordinator and the rest of the team had on the delivery of the project. Many respondents to this evaluation highlighted the positive influence that they believed emerged through the personal drive, knowledge, ability to get things done and the networking skills of the project coordinator and the rest of the team.

### Achievement of project aims

204. This section will focus solely on progress made towards achieving the food related aims of the project. Progress reported is based on the external evaluation conducted by Glasgow University<sup>11</sup>.

205. *Objective #1: Increase children's and young peoples' understanding of the connections between crofting, food, health and the environment.* The data provided showed an increase in knowledge of locally grown food, crofting and crofting communities, as well as a positive impact on young people being encouraged to eat and to produce locally or home grown food<sup>12</sup>.

206. *Objective #2: Support schools and communities to create local food-growing initiatives.* Over time the number of schools supported increased reaching a total of 158 schools by March 2015. This included 126 primary schools and 32 secondary schools.

207. From the data provided, Crofting Connections appeared to have made good progress in achieving its food related objectives.

### Challenges

208. Various face to face meetings with the Crofting Connections project coordinator took place during the life of the project. A set of challenges inhibiting the smooth run of the project were identified:

- *School time under pressure or [schools] feeling that they are already doing something related* – it was argued that if schools were busy or felt they were covering similar topics through other avenues they resisted engaging with the project.

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<sup>11</sup> Crofting Connections undertook an evaluation of their project which was led by Glasgow University. A full report of the findings can be found:

[http://www.croftingconnections.com/attachments/Crofting\\_Connections\\_Phase\\_2\\_evaluation\\_Oct\\_19\\_2015.pdf](http://www.croftingconnections.com/attachments/Crofting_Connections_Phase_2_evaluation_Oct_19_2015.pdf)

<sup>12</sup> [Survey](#) conducted by Glasgow University among teachers/schools staff taking part in Crofting Connections. (n=58). Two quantitative surveys were prepared: one for school pupils and another for school staff. Semi-structured interview schedules for pupils, staff and stakeholders were also developed for use in face to face or telephone interviews.

- *Dependence on a school champion* – In some cases a head teacher would have signed up without resources on the ground to make the project happen. The success of the project was therefore heavily dependent on individuals within the schools that wanted to take it forward.
- *Costs and the geography of the Highlands and Islands including the remoteness of some of the schools* - the geography of the area being covered made it difficult to engage with a group of schools simultaneously, hence affecting the spread of the project.
- *Recruiting secondary schools* – new exams were introduced during the course of the project and some schools felt overwhelmed by the added pressures to include the project to the mix.
- *Response rate* – the project coordinator highlighted the difficulties in getting schools to report on progress.

209. Despite the challenges described, the project achieved all of its targets and received good feedback from teachers and pupils as shown below.

### **Feedback from target audiences**

210. From the data provided by Crofting Connections feedback from various audiences was on the whole positive. The project appeared to have struck a chord with teachers, pupils and other stakeholders alike.
211. In regards to the overall experience of Crofting Connection as a learning tool for pupils, 69% of teachers rated it as Excellent and 29% as Good<sup>13</sup>. Pupils also rated the project highly (50% as Excellent and 44% as Good). The majority of respondents also advocated the continuity of the project.
212. The project was seen by school staff as engaging and motivating for the pupils. One teacher illustrated this positive message by saying:  
*'The pupils are far more appreciative of where their food comes from after learning about crofting. They experienced what life is like working on a croft and the different stages involved before the food gets to the shop'*.
213. The evaluation report from Glasgow University stated that both pupils and teachers were very enthusiastic about the project and often worked on elements of it beyond the normal school day. Interviews conducted showed the strong educational impact of the project on the participants including learners, practitioners, partners, parents and community members.
214. The report from Glasgow University showed that pupils found the project 'challenging and enjoyable' in line with the principles of CfE. They thought that what they were learning was useful and relevant and that learning felt different (in a good way).

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<sup>13</sup> All figures quoted are based on the [survey](#) conducted by Glasgow University to evaluate progress and impact of Crofting Connections. As part of the survey a total of 58 teachers and 72 pupils were interviewed.

### Key features of success

215. During Phase 2, Crofting Connections consolidated its infrastructure and day to day delivery. The project reported to have increased its visibility so it was more widely known and recognised in the sector.
216. The project grew year on year reaching a total of 158 schools by March 2015.
217. Industry investment was consistent and at high levels, supporting the delivery of the project.
218. Feedback from target audiences was very positive, demonstrated by the continuous involvement with the project year on year.
219. One of the successes of Crofting Connections, as reported in their own evaluation, was that it was able to match local professionals and expertise with schools thus helping to develop Scotland's young workforce.

### Progress on Programme Outcomes

220. This section focuses on the impact that the Crofting Connections has had on the wider FEP outcomes of Opportunities, Embeddedness, Investment and Learning and Behaviour Change. Each outcome is discussed in turn.

#### Opportunities

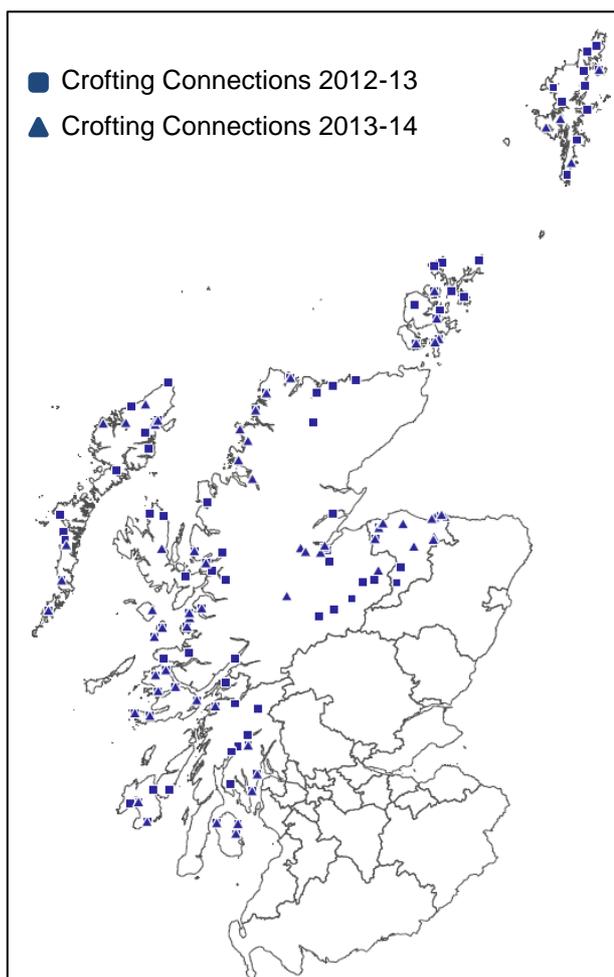
221. This section reports on progress toward the overall programme outcome: **Opportunities** to learn about food are provided to young people.
222. Over the reporting period for Phase 2, which includes data from 2012 to 2015, a total of over 20,600 opportunities to learn about food were provided to young people.
223. Overall, the number of schools involved in the project up until March 2015 was 158: of which 126 were primary schools and 32 were secondary schools.
224. The table overleaf provides a detailed breakdown of progress over time. However, it should be noted that the numbers reported only include the number of **new** schools or **new** opportunities created. The project assumed that those engaged with the project one year continued their work on Crofting Connections in subsequent years.

Table 11: Crofting Connections opportunities created over time

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
<b>Total number of opportunities created</b>	<b>7,764</b>	<b>8,863</b>	<b>4,036</b>
...via project work: directly through project work and indirectly through internal dissemination among schools	7,220	8,052	2,531
...via Crofting Connections events	544	811	1,505
<b>Total number of schools engaged</b>	<b>97</b>	<b>43</b>	<b>18</b>
...of which primaries	77	33	16
...of which secondaries	20	10	2

225. The remit of the project was to work with schools in Argyll & Bute, Highland, the Western Isles, Orkney and Shetland. Bearing in mind the pre-established geographical scope of the project, the map below shows the coverage of the project over time.

Image 4: Crofting Connections geographical coverage



226. Being a niche project with a very specific remit, Crofting Connections helped to widen reach of the overall FEP with many harder to reach locations being covered mostly around Highlands and Islands. Other projects such as the Food for Thought Fund also covered part of this geographical area, although not to such an extent.

## Embeddedness

227. This section discusses Crofting Connections progress towards the overall programme outcome: *Food education activities are **embedded** in the curriculum and teachers appreciate food as a learning resource and are confident to deliver food related learning.*

228. The following indicators were used to measure progress towards the Embeddedness outcome:

- Number of Food education CPD events
- Number of teachers attending CPD events regarding food events
- Feedback from CPD (or other events) indicating positive impacts on learning, enthusiasm and confidence
- Resources – range, availability and feedback on use

229. Overall, Crofting Connections organised 39 CPD events reaching around 100 teachers. If other food related events are considered, the number of teacher opportunities created rose to around 300 overall. Detail of progress over time is shown in the table below.

Table 12: Crofting Connections Summary of CPD opportunities

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
Total number of teachers reached	65	108	139
...of which directly through CPD	55	17	36
Number of CPD sessions held	28	3	8

230. Quotes from teachers provided anecdotal evidence of a positive impact on teacher confidence, knowledge and/or enthusiasm to conduct food education activities.

231. The project created a varied range of resources including: recording sheets for Seed potatoes, Cereal and Legume seeds and Grain Mills and organic whole-grain cereals. 'Harvesting a Rainbow' booklet was also created in partnership with Food for life Scotland, the Food Education Partners, Scottish Natural Heritage and Highland Council schools nutritionist Dave Rex.

Additionally, the book 'Soils of Crofts' produced by Crofting Connections during Year 1 received very positive feedback and appears to be still in use.

- 232. The project also supported the development of Gaelic with many resources being available in the language.
- 233. From survey data collected among school staff (n=58), the project provided '*significant scope for interdisciplinary learning that teachers readily adopted in their Crofting Connections related work*'. Main subject areas included as part of the projects were: Health & Wellbeing (90%), Social Studies (92%), Language and Literacy (75%), Technologies (81%) and Science (63%).
- 234. The data provided demonstrates a clear contribution of Crofting Connections towards the overall Embeddedness outcome. The project not only engaged with a wide range of teachers via CPD or other major events, but also provided them with a variety of resources and general support to aid in the delivery of the project. As a result of this, there was a positive self-reported impact on confidence amongst teachers in delivering food education.

## Investment

- 235. Another outcome of the programme was in regards to the level of investment generated from industry. The outcome was defined as: *industry investment in food education is demonstrated and has increased/continues to increase, with commitment of industry to continue with engagement/partnerships.*
- 236. Except in Year 1, the amount of in-kind investment received by Crofting Connections consistently surpassed funding received from the Scottish Government. It was conservatively estimated that since 2012 a total of over £142,700 was raised from in-kind investment<sup>14</sup>. This compared to a total of £90,000 of funding received from the Scottish Government over the same period.

Table 13: Crofting Connections investment

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
Scottish Government funding	£30,000	£30,000	£30,000
In-kind investment from industry and other external partners	£20,650	£78,550	£ 43,500

- 237. In-kind investment received by the project came from a variety of sources. The table below shows the amount invested by each group over time. It should be noted that the variations in amounts given are partly due to the low

<sup>14</sup> Crofting Connections collected information on in-kind investment through surveys sent to participating schools. Response rate averaged 20% year on year.

level of response rate from schools (averaging 20% year on year) and the differences in time periods that data is recorded. However, from the information available, it appeared that the main provider of in-kind investment were Local Authorities, agencies and non-governmental organisations (NGOs).

Table 14: Crofting Connections in-kind investment by source

	<b>FEP: Year 1 2012-13</b> <i>(data available from Dec '12 – Mar '13</i>	<b>FEP: Year 2 2013-14</b> <i>(data available from Apr '13 – Mar '14</i>	<b>FEP: Year 3 2014-15</b> <i>(data available from Apr '14 – Mar '15</i>
Crofter support	£3,060	£15,140	£5,140
Community support	£6,113	£15,523	£4,455
Industry support	£3,215	£15,620	£6,320
Local Authorities/agency/NGO	£8,260	£30,283	£27,597

## Learning and Behaviour Change

238. The two last outcomes of the programme are in relation to learning and behaviour change: **Knowledge** and awareness regarding food has increased; and Positive change in attitudes/intention/**behaviour** regarding food issues, food choices and career options.
239. The current framework of delivery appeared to be working well in terms of spreading knowledge and awareness. From feedback forms distributed and collected by Crofting Connections, pupils appeared to be excited about the project. This was backed up by the evaluation conducted by Glasgow University - from the survey data collected by the university a considerable proportion rated the project as Excellent (69% of school staff and 50% of pupils).
240. The project also seemed to have a direct and positive influence on knowledge; 93% of pupil respondents (n=72) stated an increase in knowledge of crofting (93%) and locally grown food (90%) as a result of participating in the project. Moreover, 89% of pupils stated an improvement in attitudes towards the environment and general attitudes towards learning.
241. These results were reinforced by teachers' responses (n=58); 94% of teachers said that the project had a positive impact on pupils knowledge of locally grown food. Furthermore, 86% said that the project encouraged pupils to grow their own food.
242. While it is not possible to assess any long lasting impact on behaviour change, feedback responses collected from teachers and pupils suggested an impact in the right direction. When asked (n=58), the majority of teachers

stated that the project had a positive impact on young people being encouraged to eat (85%) locally or home grown food.

243. The project coordinator stated that pupils learned from the project in a tangible way in that they were set to develop practical skills but in a context that allowed them to link it to crofting past, present and future. For example, they would grow heritage tatties on one bed and know this was traditional and grow aubergines and tomatoes in a poly-tunnel and know that these were not available in the past and are only part of a modern diet.
244. The project evaluation found that the project seemed to have encouraged pupils to be more aware of sustainable issues and to eat locally grown food. Pupils' values appeared to be changing and land was perceived as an important resource as the project progressed. Pupil and teacher respondents to the survey indicated that participants had enhanced their environmental awareness and were making more sustainable choices. Survey results also showed a clear intention by pupils to grow food or bread livestock.

# Annex 3: Dumfries House Food Learning Centre

## Background to the project

245. This section provides background information to the project Dumfries House Food Learning Centre. It describes how the project came to life, discusses the project's aims, outcomes and budget.

## Project description

246. In June 2007, HRH The Prince of Wales led a consortium of charities and heritage bodies in purchasing Dumfries House (its contents and adjoining land) in East Ayrshire. This was done to keep the estate intact and accessible to the public. A charitable trust, 'The Great Steward of Scotland's Dumfries House Trust', was formed to support economic regeneration in south west Scotland. A major feature of the Trust's development plan was a new Food Learning Centre.
247. In 2011, the Scottish Government provided [funding](#) primarily to support an Education Development Officer, at the Dumfries House Food Learning Centre. The development officer role was funded to help facilitate pupils' education in regards to how their food is produced, where it comes from and how it affects their health and the wider environment through a variety of indoor and outdoor activities.
248. The project sought to augment food related learning already taking place in schools by bringing their learning to life via the delivery of a range of active learning experiences using dedicated food classrooms, cook's school, educational gardens and allotments. It was also expected to be close engagement with the estate farm operated by Morrison's supermarket. Additionally, the project aimed to develop resources and deliver a programme of CPD for teachers.
249. Further funding from the Scottish Government was provided for 2012-15 to enable the on-going development of the food education programme and facilities at Dumfries House, with the aim of establishing it as a national centre for excellence in food education.
250. The main activities of Dumfries House were to:
- Promote the food education programme element to schools
  - Develop a website and other resources
  - Deliver CPD to teachers in collaboration with other FEP projects
  - Develop pupil food ambassadors in collaboration with RHET
  - Hold an annual Food Education Conference

- Establish and support a network of partner and stakeholder organisations to ensure the development of a common and focused programme
- Offer facilities for stakeholders and partner organisations to work from in support of their specific training and use for conference purposes

251. As part of the FEP, children through Dumfries House Food learning centre were meant to:

- Plant, grow, harvest, handle, taste and explore with a variety of fruit and vegetables
- Look at soils and fertilizers
- Compare home grown with tinned/processed fruit and vegetables from supermarkets
- Undertake farm visits and farm related activities linked to livestock and crop production
- Cook recipes with their produce with an emphasis on healthy eating and health and safety

252. The activities for children were designed to address knowledge and understanding in various areas of the wellbeing aspect in CfE:

- about where food comes from
- about cereal, crop, fruit & vegetable growth as a food
- about livestock production as a food source
- about the link between the land and the livestock from experiential, hands on approach
- about the production of food through to healthy eating, safe food preparation and presentation

### **Project aims and outcomes**

253. The **overall aim** of the Dumfries House Food Learning centre was to set Dumfries House as a national centre of food education excellence.

254. Specifically, the project aimed to provide opportunities for children to take part in an experiential learning programme designed to increase their knowledge about food, where it comes from and how it influences health and wellbeing, the economy and the environment.

### **Budget**

255. Between 2013 and 2015, the project received total funding of £225,000 (£75,000 per year) from the Scottish Government.

## Progress on project delivery

256. Progress on project delivery, was assessed using information gathered from various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Challenges faced
- Feedback from the target populations on successful delivery and satisfaction
- Identification of characteristics/features of successful projects

## Attainment of Scottish Government targets

257. Many of the targets set for the project were not fully achieved. This was mainly due to the delay in getting all the facilities in place and a lack of resources, i.e. staff, to undertake the work needed.

258. The table below summarises progress towards the yearly targets set for the project by the Scottish Government.

Table 15: Dumfries House – Food Learning Centre Progress towards achieving targets

Target	Progress	Status
Year 1		
Nursery, Primary and Secondary school programme pilots established	Limited to a handful of nursery, Eco-groups, one primary, one secondary and one special needs class.	Achieved
Taste Ayrshire Family Tour and Exploring Food Event held	Achieved. No detail provided on footfall.	Achieved
Secondary School Food Explorers programme established in partnership with RHET	Programme outlined, but not implemented.	Not achieved
Website development of content and resources	Initial content uploaded. But resources still to be created and made available.	Work still on-going
Year 2		
Educational programme rollout to all schools within 30 miles of Dumfries House	Roll-out first within 15 miles radius, which slowly expanded. But unclear the scope or speed of expansion.	Partially achieved
All lessons plans, resource and support materials developed and available	Some resources available, but no clear indication of the content or scope of these.	Partially achieved
Annual Food Education	A decision was made to change the format of	Not achieved

Conference held	this, to provide more tailored workshops to schools instead. A revised programme still to be visualised.	
Year 3		
CPD programme rollout – 600 teachers to attend	Each school attending sent the core teaching staff to attend a one evening twilight induction, awareness and CPD session, where they go through what their children will experience.	Achieved
At least 18,000 children to have participated in an educational visit	Self-reported calculation by Dumfries House calculates that the target of at least 18,000 pupils was achieved. However, it should be pointed out the lack of robust evidence to back the claim.	Partially achieved
Annual Food Education conference held and delivered in partnership with other organisations	Not pursue due to changes in plans. The idea of more tailored workshops is still to be materialised.	Not achieved
Educational Programme has proven national reach	Majority of students from Ayrshire. Courses were so well received that were quickly booked by those in the locality. Work in progress to expand reach.	Not achieved
Celebrity Chef Competition and visit held	‘The Great Scottish Frozen Dessert Challenge’ – approximately 60 schools took part with the majority using the resource as a class activity.	Achieved

259. While the project did not meet some of its targets, it engaged in a range of other activities which included, working with the Royal Horticultural Society on the ‘Edible Food Garden’ programme and with Cordia on the ‘Class Roots’ programme (which is run by Glasgow City and Renfrewshire councils).

### **Achievement of project aims**

260. The overall aim of the Dumfries House Food Learning centre to become a national centre of food education excellence is still to be achieved.

261. While the project endeavours to succeed as a centre for excellence, its services are currently focused in its surrounding areas. The project reported that accessibility to the facilities was the main challenge encountered by schools, with many schools lacking the resources to transport children to the centre or being restricted due to the length of time it could take to do a round trip to the centre.

262. However, for schools that took part in the project's activities, feedback appeared to be positive – with a range of programmes and activities in place to suit different needs and requirements.

## **Challenges**

263. The main challenges the project faced in delivering its targets include:

- Limited availability of facilities and staff - which meant that systems were not fully up and running by the time the programme started in 2012.
- Poorer reach than expected - due in part to not having fully functioning facilities to work from.
- Transport costs faced by schools – even though part of the Scottish Government funding was used to subsidise transport, it would appear that this was not sufficient. Furthermore, some schools that were further afield struggled to make the time commitment necessary to reach the centre and then take part in the activities.

264. In response to these obstacles, during Year 2 of the project two part time primary teachers and one full time gardener were employed specifically to develop creative and innovative lessons plans. Additionally, two mini buses were acquired and two drivers employed to facilitate transport to and from schools to the centre.

265. The project collaborated with other FEP partners, namely Education Scotland, RHET and Chefs@School. Further partnership work was also undertaken with other food education projects, namely Cordia and Science Connects.

## **Feedback from target populations**

266. No formal measurements of success were established by Dumfries House, as such there was a lack of evidence in this respect.

267. Nevertheless, anecdotal evidence suggested that pupils who participated were enthusiastic about their experience. Furthermore, the food learning centre was booked to capacity fairly quickly as soon as the facilities were in place and the programme started running. This demonstrated a clear appetite for the project and a sizeable target audience.

268. There was no information on teachers' response to the CPD sessions and/or other learning events.

## Key features of success

- 269. While progress was slower than anticipated, the project grew since 2012.
- 270. Despite limited resources available staff appeared committed to make it work and translated the vision into a workable programme.
- 271. There was a commitment to create a range of CPD sessions for teachers, although the impact of these is yet to be reported.
- 272. There was good coverage of Ayrshire – though it should be noted that the project was set up to achieve a national reach.

## Progress on Programme Outcomes

### Opportunities

- 273. This section reports on progress towards the overall programme outcome: **Opportunities to learn about food are provided to young people.**
- 274. Evidence was unclear as to what had been the absolute number of opportunities created. Reports up until January 2015, stated a total figure of over 7,000 opportunities. Subsequent reporting in March 2015, estimated that throughout the three years of the programme, 18,000 opportunities for young people to learn about food were established. No evidence of the latter was given, however.
- 275. For the purpose of this evaluation, data was used from the January 2015 report, as more detailed background was provided as to how the different opportunities to learn about food were created. The table below displays the figures as provided on reports as per January 2015.

Table 16: Dumfries House Opportunities Created Over time

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
<b>Total number of schools</b>	<b>9</b>	<b>21</b>	<b>167</b>
- of which primaries (incl. nurseries)	7	17	120
- of which secondaries	1	3	47
- of which SEN	1	1	-
<b>Total number of pupils reached</b>	<i>no data</i>	<b>1,986</b>	<b>5,250</b>
<b>Total number of teachers</b>	<i>no data</i>	<b>352</b>	<b>248</b>

- 276. Since the project started over 7,200 opportunities for pupils to learn about food were documented. These came from just under 170 primary schools.

277. The project grew over the last three years showing great potential.
278. While the project was set to become a national reference for food education, it still has to demonstrate a nationwide reach. So far, the scope of the project was concentrated around the Central Belt, particularly Ayrshire.

### **Embeddedness**

279. Each school attending the centre sent their core teaching staff on an evening twilight induction, awareness and CPD session, where teachers went through what their children will experience. No feedback was provided on the success of these sessions.
280. Since the project started, a total of 600 teachers were engaged in this way: 352 during Year 2 and 248 during Year 3.
281. Limited information was shared regarding the type, amount or depth of resources created. The website was developed, but there were no links to access resources or shared information.

### **Investment**

[no data provided]

### **Learning and Behaviour Change**

[no data provided]

# Annex 4: Eco Schools - Keep Scotland Beautiful

## Background to the project

282. This section provides background information on the project Keep Scotland Beautiful from Eco Schools. It gives a brief description of the project alongside its outcomes and budget.

## Project description

283. Eco Schools is an international programme of the Foundation for Environmental Education (FEE). Eco Schools in Scotland is delivered by Keep Scotland Beautiful (KSB). It is designed to encourage whole-school action for the environment. It involves an award scheme which accredits schools that make a commitment to continuously improve their environmental performance.

284. As reported by Keep Scotland Beautiful, up until March 2015 levels of engagement with the Eco Schools programme were very high, 98% of all Scottish schools were registered (within this 100% of all secondary schools).

285. Eco Schools Scotland offers schools a choice of different '[Topics](#)' to work on throughout the school year. As part of the FEP, the Scottish Government provided funding to establish a new Food and Environment topic which aimed to educate young people about food and the environment in the context of sustainable development issues<sup>15</sup>.

286. The Food and Environment topic was targeted at pupils of all ages involved in the Eco Schools programme. In addition, it aimed to influence parents and grandparents, school catering staff, Home Economics departments and the wider community, local businesses and organisations.

287. Eco Schools aimed to collaborate with a wide range of delivery partners, such as: Education Scotland, STEMNET, Soil Association, RHET, Scotland Food and Drink, Creative Scotland, Screen Machine, Young Scot, Grounds for Learning, Scottish Schools Debating Competition, Garden Organic, SAC, The Cooking Bus and Local Authorities among others.

288. The key activities supported by the fund are:

- Further development of the food and environment topic
- CPD training to teachers on food and the environment

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<sup>15</sup> Topic 10: Food and Environment topic: <http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/ten-topics/food-and-the-environment/>

- Implementation of events such as: Green Careers event, Discussion events on food sustainability, One Planet Picnic Project and competition, 'Food on Film' or 'Meals on Reels' film tour
- Development of resources including an online toolkit for the food and environment theme
- Development of Commonwealth Games and Year of Culture Food and Environment events and/or activities

## **Project outcomes**

289. The overall outcome of Eco Schools was defined as:

**Everyone, including our school communities, [knows they] have an important role to play in raising awareness of food-related issues and working together to find sustainable solutions to its production and consumption.**

290. Specifically, the objectives of the project were to ensure that:

- Young people use the Food and Environment theme as a principle resource to learn about food
- Teachers, teacher training colleges and other relevant organisations are trained and confident in working with the Food and Environment theme
- The Food and Environment theme is firmly embedded as an accessible resource
- Young people are aware of the skills needed and opportunities in 'green' careers

## **Budget**

291. Over the financial years 2012-15, the Scottish Government provided £225,000 of funding. This has been split equally annually.

## **Progress on project delivery**

292. Progress on project delivery, was assessed using information gathered from various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Feedback on challenges faced
- Feedback from the target populations on successful delivery and satisfaction
- Identification of characteristics/features of successful projects

## Attainment of Scottish Government targets

293. From reports provided by Keep Scotland Beautiful, targets were met (or exceeded) consistently year on year. There did not appear to be any issues with spend or management. The table below shows year on year progress towards achieving its targets.

Table 17: Eco Schools Progress towards achieving targets

Target	Progress	Status
<b>Targets Year 1</b>		
50 schools to attend Green Careers event	25 schools with 10 pupils each attending reaching capacity of event (at 250 pupils)	Partially achieved
One Planet Picnic project and competition held	Open to all registered schools. Picnics held and entries to competition received from all sectors representing approximately 5,000 pupils	Achieved
'Food on Film' or 'Meal on Reels' tour held	35 screening in schools	Achieved
Training to 120-150 teachers	144 teachers attended training	Achieved
Five schools identifies and supported as Professional Learning Communities	Four primaries and one secondary across five local authorities	Achieved
Creation of young people focus groups and food sustainability discussion events held	Linked with Education Scotland and the Family Learning teams to deliver this within an existing framework.	Achieved
<b>Targets Year 2</b>		
One Planet Picnic project and competition held	9,822 picnics registered across 28 local authorities. International expansion to 58 nations around the world	Exceeded
Training to 120-150 teachers	141 teachers attended training	Achieved
50 schools identifies and supported as Professional Learning Communities	58 schools engaged	Exceeded
Commonwealth Games project developed and promoted to 3,700 schools	Promotion to 3,787 schools	Achieved
On-line toolkit developed and published	On-going research and discussions regarding content, functionality and structure	On-going
<b>Targets Year 3</b>		
Commonwealth food and culture events linked to the 2014 Commonwealth Games. 53 participating Eco Schools countries internationally	One Planet Picnic available to 58 Eco Schools nations. International launch in Glasgow participating 12,200 students	Exceeded

Food and Environment Theme delivered with relevance to Commonwealth Games and Homecoming 2014	Agreement with foundation for Environmental Education (FEE)	Achieved
Provide evidence of the development of global links	Attended and contributed to external events/conferences	Achieved

294. In addition to pre-established targets, other activities took place. Some examples of such activities in Year 3 include: inception and coordination of KSB response to 'Becoming a Good Food Nation' including a youth discussion submission and attendance and/or contribution to several external organisations and events.

### Achievement of project aims

295. Objective #1: *Young people use the Food and Environment themes as a principle resource to learn about food.* Every year, schools chose a theme to focus learning. If the food and environment topic was selected KSB provided ideas and resources to ensure interdisciplinary learning around the topic. One Planet Picnic was the main route taken to provide a groundwork of learning. By holding One Planet Picnics, schools were meant to celebrate local harvest, reduce food waste and get to know food, friends and their local area better.
296. Objective #2: *Teachers, teacher training colleges and other relevant organisations are trained and confident in working with the Food and Environment theme.* Since 2012, over 1,100 teachers were either provided with CPD or attended one of the events organised by Eco Schools on the Food and Environment topic.
297. Objective #3: *The Food and Environment theme is firmly embedded as an accessible resource.* This is one of the 10 topics available to Eco Schools. While the topics chosen by schools vary year on year, so far 37% of registered Eco Schools have engaged with the Food and Environment topic. There are a range of resources available providing various ideas to aid interdisciplinary learning.
298. Objective #4: *Young people are aware of the skills needed and opportunities in 'green' careers.* During 2012-13 a 'Green Careers' event was attended by around 250 pupils. Feedback from the session was positive from both teachers and pupils. A young person summarised this by stating that the project: *'certainly has broadened my horizons, lots of info that I didn't know'*.
299. All in all, Eco Schools achieved its project aims by ensuring that the structure and focus of the Food and Environment topic was aligned with interdisciplinary learning and that teachers were given support to allow the project to achieve its full potential.

300. One potential area for further growth relates to the proportion of schools involved in the Food and Environment topic. While 98% of Scottish Schools are registered as Eco Schools, only 37% of these have engaged with the Food and Environment theme so far.

## **Challenges**

301. While the project run smoothly reaching and sometimes exceeding its targets, some challenges arose, the main ones are reported below:

- Low levels of teachers' awareness of the connection between food and the environment. Therefore, the topic sometimes appeared complex and not as easy to grasp as other topic areas
- Lack of facilities for food preparation, particularly in primary schools, undermines the sustainability message
- Food preparation appeared hampered by lack of facilities as well as perceptions of health and safety risks
- Engagement on the topic could be very dependent on staff/management enthusiasm

302. In order to overcome these challenges, Eco schools worked hard to provide training opportunities for teachers. Furthermore, a range of resources were also created for teachers with the aim to overcome fears, insecurities or lack of knowledge around food education. [further details on training and resources can be found in the Embeddedness section that follows]

## **Feedback from target populations**

303. Feedback was collected from teachers attending CPD or general events as well as from students taking part in the Food and Environment topic. Overall, feedback forms showed that participants were enthused and motivated by their involvement in the project.

304. Specifically, teachers' satisfaction with the CPD events was high, with around 90% of teachers rating the sessions as either very good or excellent. Some comments collected from feedback forms include:

- "A great range of resources to take away were available. I particularly enjoyed looking at samples of work from other schools."
- "I have already downloaded the curriculum maps for use throughout the school."
- "Variety of resources to take away which was excellent."

305. From pupils' perspective, feedback collected was positive. One Planet Picnic, in particular, was well received. Anecdotal evidence from teachers showed that children who grew food crops and prepared them were far more likely to taste them and enjoy eating them.

## Key features of success

306. The stable infrastructure that Eco Schools provided assisted in the successful delivery of the food element, particularly in the early years of the project. It also helped to ensure a good geographical coverage of Scotland, with most local authorities represented to some degree each year.
307. The continuous investment in CPD for teachers to increase their knowledge and boost their confidence in delivering food education, was well received by teachers. The various events organised and/or hosted by Eco Schools were also welcomed.
308. Eco Schools managed to embrace trend topics like Homecoming Scotland or the Commonwealth Games to engage students and expand the its reach.

## Progress on Programme Outcomes

309. This section focuses on the impact that Eco Schools has had on the wider FEP outcomes of Opportunities, Embeddedness, Investment and Learning and Behaviour Change. Each outcome is discussed in turn.

### Opportunities

310. Eco Schools increased the number of pupil opportunities provided to learn about food on a yearly basis. During Year 1 just over 7,800 opportunities were created. This increased to around 10,000 during Year 2 and to just over 12,200 in Year 3. During Year 3, an additional 1,089 young people engaged in the online discussion for 'Becoming a Good Food Nation' (involving 156 secondary schools and 18 higher education establishments).
311. During the latest full reporting year (Year 3), 1,372 schools engaged in learning and teaching relevant to the Food and the Environment topic, representing 37% of the 3,742 registered schools. The table below shows progress over time:

Table 18: Proportion of registered Eco Schools engaging with the Food and Environment topic

Year	Calculation (No of schools/no of registered schools)	Percentage of registered Eco Schools engaged with Food and Environment topic
Pilot 1 [2011]	$263/3054 \times 100$	9
Pilot 2 [2011-12]	$656/3073 \times 100$	21
Year 1 [2012-13]	$891/3796 \times 100$	23
Year 2 [2013-14]	$1034/3797 \times 100$	27
Year 3 [2014-15]	$1372/3742 \times 100$	37

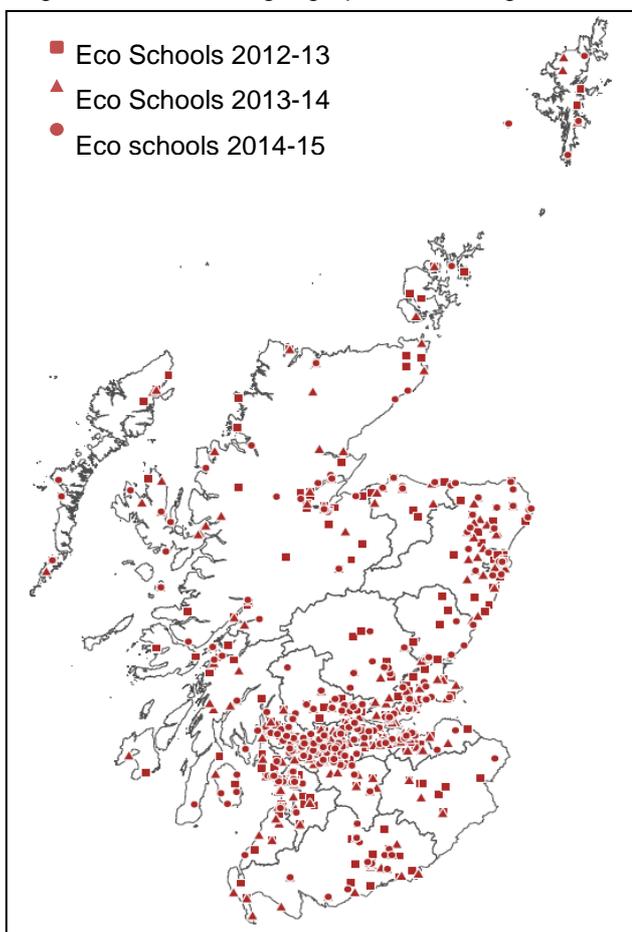
312. Eco Schools expanded the reach of the Food and Environment topic by recruiting new schools year on year. Indicative figures suggest that between 200 and 340 new schools were recruited each year.
313. The activities provided as part of the food topic were wide ranging. The most common activity was around growing food, although monitoring and reducing food waste as well as learning about the environmental impacts of food choices were key topic areas. The table below provides detail on the types of activity undertaken over time. (Note that not all schools participated in the survey, response rates were low and varied between 9% and 11%).

Table 19: Types of activities undertaken over time by Eco Schools on Food and Environment topic

<b>Are you....?</b>	<b>Year 1 (n=410) %</b>	<b>Year 2 (n=414) %</b>	<b>Year 3 (n=341) %</b>
... growing food	90	87	87
...monitoring and reducing food waste	54	62	64
...learning about the environmental impacts of food choices	58	62	63
...using school produce	51	60	60
...talking to/visiting food producers	30	37	43
...working on food section of schools global footprint	12	-	-

314. The coverage of the Food and Environment topic from Eco schools was widespread across Scotland. The map below demonstrates that over time the project has reached all local authorities albeit at different degrees.

Image 5: Eco Schools geographical coverage



### Embeddedness

315. Eco Schools reported a strong involvement in CPD opportunities for teachers. However, it should be noted that during Year 3, training was limited to contributions to external events - such as North Lanarkshire Eco-Group, Workshop for General Teaching Council Scotland professional recognition day or the Eat Drink Discover Scotland ‘Pop-Up One Planet Picnic’ activity. Detail of progress over time is reported in the table below:

Table 20: Keep Scotland Beautiful – Embeddedness progress - details

	Year 1	Year 2	Year 3
Number of CPD training events/similar	8	9	6
Number of teachers reached	144	175	100+
Number of schools attended PLC <sup>16</sup>	n/a	58	23+

<sup>16</sup> PLC: Professional Learning Course

316. The project developed and distributed multiple and varied resources. During Year 3 alone, the following resources were created: online toolkit on Food and Environment for schools, discrete project as part of the Commonwealth Games for FEE to facilitate participation, online discussion materials to support responses to 'Becoming a Good Food Nation' and an online guide which outlined issues for Food and the Environment.
317. Verbal and anecdotal evidence showed that workshops were valued greatly and that teachers intended to try the activities with their classes. CPD events, were also highly regarded – teachers particularly appreciated the range of resources distributed and examples of work given from other schools.
318. All in all, the project demonstrated a sense of commitment in ensuring that food activities were embedded in the curriculum. A range of resources were created and updated constantly. Feedback from teachers was encouraging and anecdotal evidence from pupils was positive.

### **Investment**

319. The amount of in-kind investment received by the project roughly matched Scottish Government funding of £75,000 per year. During Year 1, in-kind contributions reached around £72,500 and during Year 2 it increased to £82,500. During Year 3 of the project, in-kind contributions for Scotland were estimated by Eco Schools at £68,680.
320. During Year 3, a range of food and culture events took place to link Eco Schools to the 2014 Commonwealth Games. Eco Schools was tasked with facilitating the global links and raising the profile internationally. In order to promote this, additional in-kind investment was received to provide an online advertising platform to promote the international aspect of the project. This was estimated to be worth just over £2 million. For the purpose of this evaluation, the level of in-kind investment tracked covers the amount raised solely through the Food and Environment topic for Scotland (i.e. £68,680 for Year 3).
321. In order to measure the potential impact on the local community, schools were asked whether they intend to visit or use the local food shops or businesses in preparation for their One Planet Picnic. During Year 3, 86% (representing 10,850 pupils) said that they intended to visit or use local food shops or businesses for part of their picnic. This proportion is consistent with the previous year (83% at Year 2).

### **Learning and Behaviour Change**

322. Data collected from pupil surveys was very positive. Results were fairly consistent over the years, with positive results recorded across the board. An

example of specific results for Year 3 is outlined below, and should be noted that this is highly consistent with previous years.

- 86% of all registered One Planet Picnics declared that they intended to utilise local suppliers and shops.
- 71% of all registered One Planet Picnic that declared the aspect of one Planet Picnic they were interested in, said it was local food.
- 64% of all registered One Planet Picnics that declared the aspect of One Planet Picnic they were interested in, said it was seasonal food.

323. The sessions appeared to inspire students to continue improving and learning. Comments from young people in secondary school and tertiary education suggest that more education on eating healthy and other ideas to tackle the obesity epidemic in Scotland was required. Specifically, a student said *'I think you should restrict what a teenager should be able to purchase. The amount of bad unhealthy food I see purchased by teens my age is astoundingly high'*.

# Annex 5: Futures in Food – Scottish Food and Drink Federation

## Background to the project

324. This section provides background information to the Futures in Food project run by Scottish Food and Drink Federation.

## Project description

325. From 2009 to 2012 funding from both the Scottish Government and Skills Development Scotland was awarded to the Scottish Food and Drink Federation (SFDF) to develop and roll out a national programme entitled 'Futures in Food'. The programme was very successful and was extended to run during 2012-15.
326. A national coordinator from SFDF worked with schools, industry and a wide variety of other stakeholders to facilitate partnerships between schools and industry to achieve the overall aims of the programme.
327. The programme was designed to inspire school pupils and help them to make the connection between the food on their plates; what they are learning in school; skills and qualifications in further education and higher education that are of relevance to the food and drink industry and employment in the food and drink industry.
328. The target group was school children of all ages, teachers and the food and drink industry.
329. During 2012-15, the project collaborated with a range of delivery partners including: Eco Schools, Crofting Connections, Royal Highland Education Trust (RHET), and Scottish Council for Development and Industry (SCDI), Science, Technology, Engineering and Mathematics Network (STEMNET), Institute of Food Science and Technology (IFST) and local authorities.

## Project aims and outcomes

330. The overall aim of Futures in Food was to:

**inspire school pupils and help them to make the connection between the food on their plates; what they are learning in school; skills and qualifications in further education and higher education that are of relevance to the food and drink industry and employment in the food and drink manufacturing industry.**

331. Specifically, the objectives of the project were to:

- Increase awareness of the food and drink industry as a career destination

- Help pupils and teachers to understand the relevance of a number of subjects to careers in food and drink, in particular the relevance of science and technology subjects
- Improve perceptions of the food industry
- Increase awareness of the diversity of the food and drink industry and its effect on the national and local economy
- Demonstrate the relevance of the food and drink industry across Curriculum for Excellence
- Increase uptake of food and drink courses in higher and further education
- Increase the level of on-going engagement between industry and education

### Budget

332. During financial years 2012-15, Scottish Government provided a total of £270,000 in funding - £90,000 in each financial year.

### Progress on project delivery

333. Progress on project delivery, was assessed using information gathered from various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Feedback on challenges faced
- Feedback from the target populations on successful delivery and satisfaction
- Identification of characteristics/features of successful projects

### Attainment of Scottish Government targets

334. Futures in Food progressed well over time, and according to their reports most of the targets were met. The table that follows shows year on year progress.

Table 21: Futures in Food progress towards achieving targets

Target	Progress	Status
<b>Targets Year 1</b>		
Establish one local higher Education/Industry/School Partnership	Staff and students from University of Abertay working with The Morgan	Achieved

delivering a food programme to support the curriculum	Academy and Scotherbs partnership	
Work with the University of Highlands and Island to develop and deliver an NPA in Food Technology	The NPA was added to the SQA qualification in August 2012	Achieved
Work with Western Isles to support and deliver qualification in Local Food Production	SQA approved the development of this qualification in February 2013	Achieved
Develop a promotional plan and resources on the SFDF website to increase awareness and encourage participation		Achieved
Identify further partners	Further partners have been identified including among others: Primary Engineer, ASSIST, Local Authorities, Career Academy, Glasgow Science Festival	Achieved
<b>Targets Year 2</b>		
Establish a minimum of five multi-partner, local partnership cluster approaches	Ten new partnerships in place	Exceeded
Completion of two further Higher Education/Industry/Schools partnerships	Partnerships created and working with a minimum of four schools	Achieved
Develop two toolkits to support delivery	Continuous development	On going
Establish two inter-school competitions	Three inter-school competitions held	Exceeded
<b>Targets Year 3</b>		
Identify a minimum of five multi-partner, local partnership cluster approaches	Five new partnerships in place	Achieved
Develop legacy materials to ensure models can be replicated and sustained	Various resources created	Achieved
Four further schools to update partnerships with industry	Three partnerships achieved	Partially
Establish three further food chain clusters	Achieved	Achieved
Completion of two further/higher education/industry/school partnerships	Due to nature of academic years the qualifications can't be taken until 2015. But partnerships were established	On going

335. Beyond the progress recorded towards achieving the project targets, additional activities took place to further develop food related qualifications and promote the service/project:

- Food Manufacture Skills for Work (SFW) Qualification – SFDF was a member of the qualification design team developing a SFW Qualification to

further extend the range of qualifications available to provide articulation and progression into and across the food and drink industry.

- The project engaged actively with careers events like the National Skills Scotland Events and Careers evenings in schools
- Innovative Learning Week (ILW) for students at Edinburgh University: 10 student teachers took part to illustrate how food education can be used to deliver the curriculum
- New BSc Applied Science – the SFDF coordinator was a member of the Advisory Group for the development of a new BSc Applied Science developed by the University of the Highlands & Islands
- Scotland's College Network – the project worked with Scotland's College Network (SCN) to establish a partnership and link to the food education sector that could support the schools programme
- Furthermore, SFDF promoted the Futures in Food project through various major events such as the 'Dundee Food and Flower Festival', 'Big Bang – Glasgow' or 'Teachmeet Food and Science'

336. SFDF via Futures in Food participated in a wide range of activities, not only ensuring that further partnerships were created between schools and the food and drink industry, but also supplying teachers with various resources and CPD events.

### **Achievement of project aims**

337. Objective #1: *Increased awareness of the food and drink industry as a career destination of choice.* One main focus of the project was around making sure that young people saw the food and drink industry as a plausible career choice. From feedback responses collected by the project, nearly 2 in 5 students from secondary schools said that they would consider working in the food and drink industry.

338. Objective #2: *Help pupils and their teachers to understand the relevance of a number of subjects to careers in food and drink.* The Futures in Food project was acknowledged by teachers as a good tool for delivering CfE and aiding interdisciplinary learning. From feedback forms collected from students as well as verbal anecdotal feedback, it appeared that many students were positively surprised at the range of disciplines available in the food and drink industry.

339. Objective #3: *Inspire school children to make connections between the food on their plates and what they are learning in schools to employment in the food and drink industry.* Only anecdotal evidence was provided by the project, but visits to farms and factories seemed to have been the route mainly used to engage with students on this. Since 2012, over 1,200 opportunities were created for pupils to visit farms/industry.

340. Objective #4: *Improved perceptions of the food industry*. There was no quantifiable evidence to support progress towards this objective.
341. Objective #5: *Awareness has increased of the diversity of the food and drink industry and its effect on the national and local economy*. There was no quantifiable evidence to support progress towards this objective.
342. Overall and where data is available, the project appeared to have made good progress towards achieving its aims.

## Challenges

343. Throughout the life of the programme some key challenges have been identified, namely:
- Staff changes and workload in schools
  - Teacher understanding and awareness of food varies
  - The size of the department is influential
  - Managing expectations between schools and industry
344. To counteract these challenges, SFDF created a plethora of resources which were continuously updated. In order to get schools/teachers on board, SFDF provided tailored support to schools and developed standardised forms. As a result, schools were then more likely to find business links directly. Using Food Ambassadors for message delivery and support also helped to raise the confidence of teachers.

## Feedback from target populations

345. As reported by the project coordinator, the reception of the project in schools was very positive. *'A lot of schools approach [me/project coordinator] and they say we've heard about your project and we'd like to get involved could you come and speak to us about'*
346. The coordinator's view was supported by feedback collected from **teachers**. Among those teachers who responded with feedback, their experience was very positive<sup>17</sup>. The vast majority agreed year on year that they enjoyed taking part in the project, would be willing to participate again and that using food was an excellent means of delivering CfE. For example, some of the comments made by teachers about Futures in Food are shown below:
- *'Many of the pupils did not know just how many different opportunities are available in the industry'*.

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<sup>17</sup> Response rate fluctuated over time ranging from 25% to 33%.

- *'Patterson provided the pupils with a unique opportunity to work alongside a functioning business'.*

347. Feedback collected by SFDF around the range of resources available was also very positive. Schools and teachers appeared to recognise the value of having industry input and time and expertise from industry professionals. Resources and ideas developed by other schools and industry partnerships were most welcomed by schools.

348. From the **pupils'** perspective, the project was on the whole positively received. The project coordinator reported that the pupils found the project fun and were inspired by the range of different subjects that are necessary within the food and drink industry such as science. In terms of life skills they learned to work with other people and share decisions together. Visits and hands-on tasks appeared to be the most popular activities for pupils helping to make the connection between the food in their plate and from where it comes from.

- *'During one visit a girl lived across the road from the factory and didn't even know it was there because it has such small signage and it's quite hidden on this industrial estate and then she said I screamed when I walked down a supermarket shelf and I saw the product and said that's made in Coatbridge! There it is on Tesco's shelves. So it's just that kind of awareness'<sup>18</sup>.*

349. Overall, Futures in Food received very positive feedback from teachers, schools, and pupils. In particular, the range of activities provided, the resources available and the linkage with industry were highly valued.

### **Key features of success**

350. Futures in Food appeared to be a successful project in developing and strengthening the relationship between schools and industry. In fact, the project recorded a high level of business engagement and retention rates from industry.

351. The project used a variety of promotional tools, by taking part in major events, collaborating with various other food education partners and using a range of PR tools such as articles in the Scotsman, Holyrood Magazine, tweets and press releases.

352. The wide range of resources created which were constantly updated, were also welcomed and widely used. Data collected from the schools pages of the SFDF website indicated a steady increase in visits to the site. The highest visit rate was recorded during August 2014 with 1,400 visit in one month.

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<sup>18</sup> Interview notes with project coordinator April 2013.

## Progress on Programme Outcomes

353. This section focuses on the impact that Futures in Food has had on the wider FEP outcomes of Opportunities, Embeddedness, Investment and Learning and Behaviour Change. Each outcome is discussed in turn.

### Opportunities

354. Since 2012, over 7,500 pupils participated in food related activities through Futures in Food developing direct partnerships between schools and industry.

355. Furthermore, there were over 1,500 pupil visits to industry, of which 450 visits took place during 2014-15 alone. Additional opportunities were developed to interact with pupils through career events or Skills Scotland events.

356. Through its various routes, i.e. direct project related activities, career events and Skills Scotland events, the project created over 37,700 pupil opportunities to learn about food since 2012. Including the pilot years, this figure rose to 40,200 pupil opportunities created.

357. Futures in Food is one of the few projects that focuses on secondary schools. Each year, the number of schools engaged by the project ranged between 18 and 28 secondary schools.

358. The drop in number of school and pupil opportunities recorded during Year 3 was partly due to the reporting timeframe, as data only included part of the school year (until March 2015), and partly due to budget cuts which saw many posts across several local authorities (that helped facilitate the project's activities and provide access to schools) being cut and not replaced.

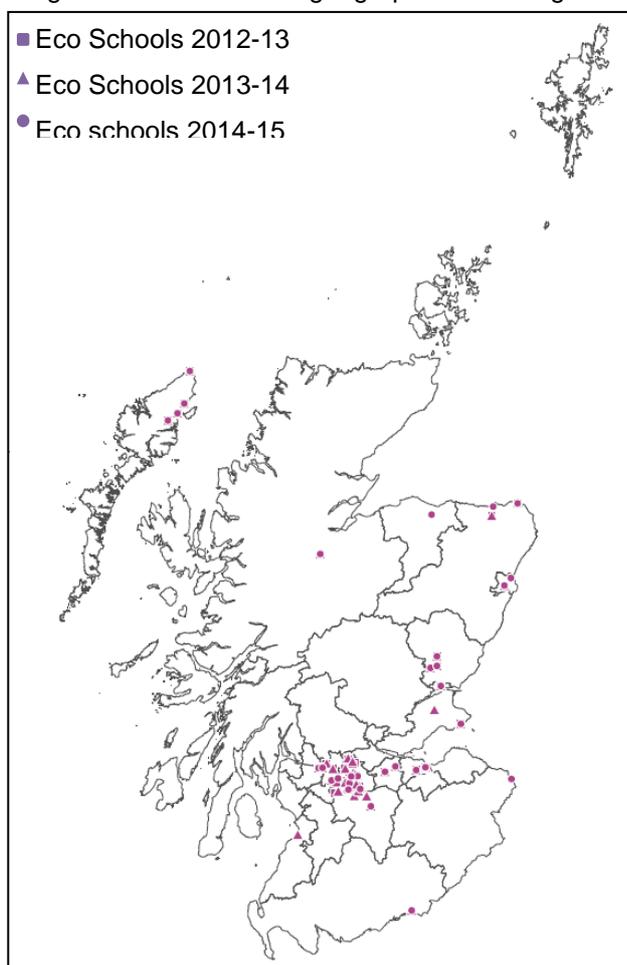
359. The table below summarises key metrics for the project over time.

Table 22: Futures in Food Opportunities created over time

	Pilot 2010-11	Pilot 2011-12	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Total number of schools	15+	19	34+	49	33
- of which primaries	<i>no data</i>		21	21	9
- of which secondaries	<i>no data</i>		18	28	24
Number of new schools	15	10	27	13	7
<b>Pupil Opportunities</b>					
... through FiF direct project	1,075	1,385	1,785	3,304	2,451
...through career events	-	-	1,200	3,000	3,500
...through Skills Scotland Events	-	-	3,500	9,500	9,500

360. The geographical coverage of the project was mainly in the Central Belt and in particular around the west side of Glasgow and its surrounding areas. The map below shows the geographical spread of Futures in Food over time.

Image 6: Futures in Food geographical coverage over time



## Embeddedness

361. The following indicators were identified as appropriate to measure progress towards the Embeddedness outcome:

- Number and range of food education CPD events
- Number of teachers attending CPD events regarding food
- Feedback from CPD (or other events) indicating positive impacts on learning, enthusiasm and confidence
- Resources – range, availability and feedback on use

362. Futures in Food was very active in delivering against this outcome. It interacted with teachers through major events such as Teachmeet, Education Scotland conferences, various career events or the Dundee Science Festival. The project reached somewhere between 120 and 200 teachers each year.

363. Feedback forms were distributed at these events. Overall, teachers reported a high level of satisfaction with not only the organisation but also the content

of the events provided. Data could not be aggregated as feedback forms varied in content and style. However, the feedback received from the two Teachmeet events in Glasgow during 2014 provided a good example and mirrored the experiences from other events organised by SFDF. Main findings collected from the feedback forms completed by teachers are summarised below:

- Teachers were generally satisfied with the training sessions, rating them on average as 8 (on a scale from 1 poor to 10 excellent).
- This translated into high levels of intended recommendations - all teachers who responded to the survey would recommend the session to a colleague.
- The vast majority said the session increased their knowledge in food education (96%) and all felt that the session increased their confidence in using food as a learning resource.
- In fact, 97% said that the session encouraged them to use food as a learning resource (97%)
- Aspects of the events that most teachers found useful were: updates on the Scottish Qualification Authority, the marketplace, STEM ambassador availability and interdisciplinary learning ideas.

364. Since the project started, SFDF committed strongly to improving resources and sharing their knowledge across industry and schools. Data collected from the schools pages of the SFDF website indicated a steady increase in hits to the site. Overall, there had been over 27,000 downloads of materials and other resources from the site<sup>19</sup>.

365. These figures demonstrate a real appetite from teachers for sources of information and guidance as to how to deliver food and drink related curriculum activities, particularly as the numbers of site visits correlate with the introduction and implementation of CfE. In particular there appeared to be an appetite for specific careers information, film resource, PowerPoint presentations and science materials.

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<sup>19</sup> Data up until March 2015.

## Investment

366. Another outcome of the programme was in regards to the level of investment generated from industry. The core objective of the Futures in Food project is to encourage and develop industry links with education establishments. As such, Futures in Food has positively influence this outcome for the overall programme.

367. From Year 1, industry investment in Futures in Food exceeded Scottish Government funding. During Year 3 along (2014-15) an estimated £290,000 of in-kind investment was allocated to the Future in Food project. This consisted of contributions from partners and industry, including time, materials, equipment, ingredients and products, provision of accommodation and hospitality for events and meetings stand space site visits, prizes and trophies. Financial contributions over time are shown in the table below:

Table 23: Futures in Food financial contributions over time

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Scottish Government funding	£90,000	£90,000	£90,000
In-kind investment from industry and other external partners	£200,000	£300,000	£290,000

368. Furthermore, new businesses were recruited year on year and the number of partnerships created rose continuously. At the same time the number of businesses discontinued from the project was only minimal each year. Details are shown in the table below.

Table 24: Futures in Food business engagement over time

	Pilot 2010-11	Pilot 2011-12	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Number of <u>new</u> businesses engaged in project	13	6	9	8	8
Number of businesses <u>discontinued</u> from previous year	n/a	5	2	1	5
<b>Total</b> number of businesses in partnership with schools	13	14	20	29	34
Number of partnerships established	12	14	21	25	28

369. Over the years, Futures in Food has managed to establish itself as one of the key contributors to industry investment. The project appeared to have worked firmly at creating and maintaining sustainable links between schools and

industry. The level of in-kind investment was also very high surpassing Scottish Government funding each year.

## Learning and Behaviour Change

370. SFDF assessed the impact of Futures in Food on learning and behaviour since the project started. Pupils taking part in the project were asked to complete a questionnaire. Response rates varied over time with around a third of students participating each year. As a result of the very low response rates, results fluctuated vastly. Hence, this data should be treated with extreme caution.
371. Bearing that in mind, results suggested that the project made a positive contribution towards learning and behaviour change.
372. Data from surveys collected suggested that taking part in the project changed pupils' views of the food and drink industry, although this was more likely to be the case for primary than for secondary pupils.
373. As a result of their involvement in the Futures in Food project, nearly 2 in 5 respondents from secondary schools would consider working in the Food and Drink industry. Further details of the results is shown in the table below:

Table 25: Futures in Food feedback from students

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Primary schools:			
Changed their thinking of the F&D industry	51	77	100
Would now consider working in the industry	59	48	100
Secondary			
Changed their thinking of the F&D industry	50	45	44
Would now consider working in the industry	27	39	39

# Annex 6: Food for Thought Fund – Education Scotland

## Background to the project

374. This section provides background information to the Food for Thought Fund. It describes how the project came to life, discusses the project's aims, outcomes and budget.

## Project description

375. Launched in May 2013, it was created to support food education related projects involving partnerships between schools and the food and drink industry. The projects were meant to have a relevant cultural context (such as the 2014 Commonwealth Games or Year of Food and Drink Scotland 2015).

376. £1 million was made available for applications of up to a maximum of £5,000 per individual project. This limit was raised for applications from clusters. Additional funding was provided to Education Scotland in partnership with Scottish Business in the Community (SBC) to manage the project.

377. Schools were required to identify and work in partnership with a local business to enhance the project and to consider how to link their activities to major events. In order to support schools in developing relationships with industry, a partnership between Education Scotland and SBC was created, with additional funding provided for that purpose.

## Project aims and outcomes

378. The overall aim of the project was to:

**Support practitioners to build on existing practice in food education.**

379. Specifically, the outcomes of the project were defined as:

- Increased knowledge and skills of staff around food education
- Sustained partnership working within the learning community to enhance food education for children and young people
- A shared understanding of the progression of learning in food education from early to fourth level
- Assessment approaches, reporting and profiling in food education are developed and shared
- Exemplars of practice are developed, piloted, evaluated and shared

## Budget

380. £1 million was made available from the Scottish Government. Additional funds were given to Education Scotland (£120,000) in partnership with Scottish Business in the Community (£93,440) to manage the project. Therefore a total of £1,213,440 was provided to the project by the Scottish Government, over a two year period starting from 2013.

## Progress on project delivery

381. Progress on project delivery, was assessed using information gathered from various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Feedback on challenges faced
- Feedback from the target populations on successful delivery and satisfaction
- Identification of characteristics/features of successful projects

382. It should be noted that the Food for Thought Fund only started to report during Year 2 of the FEP, as a result, their first reporting year was the second year of the overall FEP.

## Attainment of Scottish Government targets

383. From reports provided by the project coordinator, the Food for Thought Fund appeared to have achieved its targets, particularly in the following areas:

- *Quality Assurance*. Employability was a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland worked closely with business organisations and their members to ensure that their work was underpinned by an understanding of industry's needs and expectations. During Phase 1, 176 businesses worked with schools. This increased to 284 businesses during Phase 2.
- *Science, Technology, Engineering and Maths (STEM)*. Another target related to a focus on STEM to support the development of Scotland's Young Workforce. Overall 36% of schools involved in Phase 1 used the Science of Food as a context for learning. This increased significantly at Phase 2 with 78% of schools using science of food as a context for learning.

384. Other targets set by the Scottish Government related to engaging businesses and partners, launching the Fund, organising and leading on each round of funding applications, promotion of the fund and disbursement and support of funded projects. All of these targets were consistently met.

## Achievement of project aims

385. *Objective #1: Increased knowledge and skills of staff around food education.* The project coordinator supported by the Food and Health Development Officer created a wide range of resources for teachers alongside CPD and other learning events. From self-reported feedback, the project appeared to have had a positive impact in this respect.
386. *Objective #2: Sustained partnership working with the learning community to enhance food education for children and young people.* The project was heavily involved in promoting partnership working with all other food education partners including Seafood in Schools, Chefs@School, Crofting Connections, SFDF and Science in the Menu among others.
387. *Objective #3: A shared understanding of the progression of learning in food education from early to fourth level.* Education Scotland produced progression frameworks along with significant aspects of learning in food education. This was done in consultation with practitioners and as a result of the knowledge gained through Food for Thought and other food projects.
388. *Objective #4: Assessment approaches, reporting and profiling in food education are developed and shared.* On-going objective to be achieved during schools year 2015-16.
389. *Objective #5: Exemplars of practice are developed, piloted, evaluated and shared.* The project was very active in collecting information on best practice and sharing this knowledge among schools. Informative sessions were organised during each Phase to ensure that schools took on board all the learning and applied it in their respective settings.
390. Overall, the Food for Thought Fund achieved all of its project aims while ensuring that schools/teachers felt supported by offering advice, help with establishing business links as well as a producing and distributing a wide range of learning resources.

## Challenges

391. The project was started and developed over the course of the FEP. As such most challenges faced related to the problems associated with starting a big project: balancing resources, developing partnerships, creating new learning materials, managing expectations, promoting the project and ultimately ensuring that funded schools were on board with the overall aim of the project and were delivering against its objectives.
392. Some other specific challenges reported by the project were:
- *Making the money accessible to schools.* Local Authorities were in many cases very slow in releasing the funds for various reasons, including in

some instances personnel changes. There was the perception that both Local Authorities and schools would have preferred Education Scotland to distribute the funding directly.

- *Complexity of paperwork resulted in delays.* Local Authorities were required to complete all the forms for funding to be released to schools. In many cases, the paperwork was returned incomplete or incorrectly and had to be send back for revision. During that process which in some instances took several months to complete, schools had to wait to access their funding.
- *Procurement procedures at schools.* Many schools were only able to order materials through the Local Authority's approved suppliers. This proved challenging for example when schools wanted to purchase poly tunnels or cookers. This process resulted in schools spending more money than they would have done had they been able to go to other less expensive retailers directly.
- *Keeping to timescales.* The timescales for completing the projects were tight as money had to be spent by the end of December. Many schools asked for extensions to that deadline due to the challenges listed above. This was more evident on outdoor growing projects. Additionally, the winter weather added to the delay in some cases.

393. For SBC, one of the most significant challenges was around establishing business links with schools. For many schools it was their first time collaborating with industry and as such support was needed to manage the relationship and expectations from both ends.

### **Feedback from target populations**

394. Successful applicants were asked to provide a progress report on how the funding was eventually used and the impact it had on pupils and the school as a whole.

395. The vast majority of teachers (98%) during Phase 1 of the Food for Thought Fund<sup>20</sup> found the support received from Education Scotland either very useful (73%) or useful (25%). Particularly, teachers valued:

- Having a point of contact who could guide schools through the process from start to finish
- Hosting a support event to allow schools to network, share ideas and meet partners who could support them
- Regular updates and signposting to support, websites or other relevant training

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<sup>20</sup> Response rate stood at 91%

396. Furthermore, nearly all teachers who replied to the survey (98%) had the impression that learners, staff and local community benefitted from the project.
397. Many schools used funding to create a growing garden to enhance knowledge around seasonality, outdoor learning, physical activity, growing food, harvesting, using the food they had grown for practical cooking experiences, sharing food as a community, understanding issues around local food and sustainability.
398. Teachers believed that providing a context for learning proved meaningful for children and improved the curricular mapping of schools. In some cases teaching staff appeared more actively involved in ensuring that food education was included in interdisciplinary planning.
399. Additionally, Scottish Business in the Community (SBC) undertook an evaluation through 'surveymonkey' to monitor feedback of businesses. The response rate was very low, and no robust conclusions could be drawn from it. However, the general feeling was one of positivity and encouragement towards the project.

### **Key features of success**

400. In the short life of the project, it managed to establish itself as one of the main contributors to the overall FEP outcomes.
401. The project had not only a nationwide reach, but also covered early learning centres, primary and secondary schools. Furthermore, it engaged with a significant proportion of schools in the most deprived areas.
402. Industry was engaged and asked for continuous support and involvement. In fact, 176 businesses during the first year and 286 during the second year engaged with the project. Withdrawal rates were reported by the project to be only minimal.
403. The setup of the project allowed schools flexibility to adapt to their specific needs and the utilisation of initiatives such as the Commonwealth Games, Homecoming Scotland or the Year of Food and Drink were highly welcome and appreciated.
404. The success of the project is evident from the growth of pupil opportunities from the first phase (in Year 2 of FEP) to the second phase (in Year 3 of FEP).
405. Furthermore, there was a very high level of uptake of the resources developed, particularly the online information.
406. Albeit only based on self-reported data, the project also appeared to have had an impact on learning and behaviour.

## Progress on Programme Outcomes

407. This section focuses on the impact that the Food for Thought Fund has had on the wider FEP outcomes of Opportunities, Embeddedness, Investment and Learning and Behaviour Change. Each outcome is discussed in turn.

### Opportunities

408. This section reports on progress towards the overall programme outcome: **Opportunities to learn about food are provided to young people.**

409. Since the project launched around 28,400 opportunities for children to learn about food have been created: of these, 2,250 were among early learners, 20,650 with primary learners and 5,500 with secondary learners.

410. Furthermore, the potential number of parents/carers engaged was estimated at around 5,400 since the project started.

411. While during its first year, the project reached 232 schools, this nearly doubled during the second year to a total of 411 schools engaged via the project.

412. A brief detail of progress year on year is shown below:

Table 26: Food for Thought Fund Opportunities created over time

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
<b>Number of opportunities for children to learn about food</b>	n/a	<b>9,623</b>	<b>18,769</b>
...of which early learners		533	1,723
...of which primary learners		6,274	14,366
...of which secondary learners		2,815	2,680
<b>Number of schools reached</b>		<b>232</b>	<b>411</b>

413. Across the Scottish Index of Multiple Deprivation (SIMD)<sup>21</sup> 45% of the funding for Phase 1 (equating to Year 2 of the FEP) and 32% of the funding for Phase 2 (equating to Year 3 of the FEP) went to the two most deprived areas of Scotland. Details of spread below:

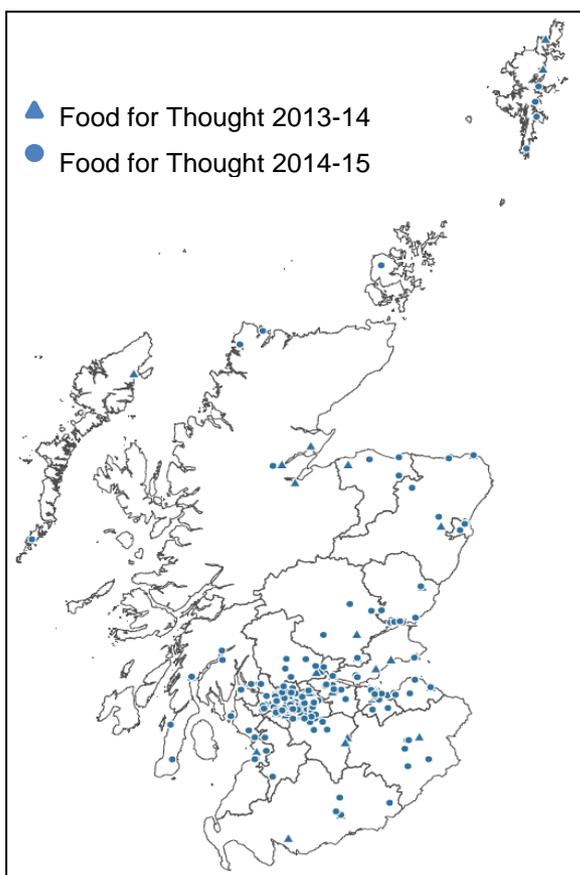
<sup>21</sup> The Scottish Index of Multiple Deprivation identifies small area concentrations of multiple deprivation across all of Scotland in a consistent way. It allows effective targeting of policies and funding where the aim is to wholly or partly tackle or take account of area concentrations of multiple deprivation. The SIMD ranks small areas (called datazones) from most deprived (ranked 1) to least deprived (ranked 6,505). People using the SIMD will often focus on the datazones below certain rank, for example, the 5%, 10%, 15% most deprived datazones in Scotland. More information and guidance on how to use SIMD: <http://www.gov.scot/Topics/Statistics/SIMD>

Table 27: Food for Thought Fund – SIMD spread

<b>SIMD</b>	<b>Year 1 2012-13 % of fund</b>	<b>Year 2 2013-14 % of fund</b>	<b>Year 3 2014-15 % of fund</b>
1	n/a	20	11
2		25	21
3		27	34
4		16	25
5		12	9

414. Coverage of the project was spread across 29 local authorities. Overall, the project managed to obtain nationwide reach, although proportionately it had a more concentrated presence in the Central Belt. The map below shows reach of the project over time.

Image 7: Food for Thought geographical coverage



## Embeddedness

415. The following indicators were identified as appropriate to measure progress towards the Embeddedness outcome: number and range of food education CPD events, number of teachers attending CPD events regarding food, feedback from CPD (or other events) indicating positive impacts on learning, enthusiasm and confidence and resources – range, availability and feedback on use.
416. Following the completion of each phase, Education Scotland administered a survey among participating teachers and analysed the responses. The key findings directly linked to the Embeddedness outcome were:
- Where schools took the opportunity to plan projects collectively, staff felt this made planning to deliver food education more manageable. By exploring food as a context they were also able to plan for delivering much more than just the food and health experiences and outcomes
  - Confidence was raised when funding allowed staff opportunities to attend appropriate training to increase the knowledge and skills to deliver food education
  - Teachers believed that the Food for Thought resources helped them to increase their capacity and confidence in delivering food education
  - Teachers believed that projects involving hands-on activities were more likely to have a greater impact on pupils engagement and understanding
417. Education Scotland developed several resources to support the food industry as a focus for learning and career choice. This included, for example, material on the Scottish Food Industry and information on Principles for a Partnership Approach for the Food and Drink Industry and other related organisations working with schools. On top of this, Education Scotland's website was continuously updated.
418. The Education Scotland Development Officer for the Food for Thought Fund focused on developing and distributing resources and materials, as well as training opportunities for teachers and/or practitioners.
419. In fact, through the project a wide range of teachers were provided with learning opportunities. During the first year of life, 468 teaching staff were reached via CPD or other learning events. This increased to 1,265 during the second year.

420. A wide range of resources were developed and warmly received by teachers. During the second year of the project's life (Year 3 of the FEP), 77% of teachers that responded said they used at least one of Education Scotland Food for Thought support materials to deliver the project. Details on the usage of each specific material are displayed below:

Table 28: Food For Thought – Usage of resources

	Year 3 2014-15 % used
<b>Used any (NET)</b>	<b>77</b>
- Mind map poster	70
- Using Food as a context for learning across the curriculum leaflet	69
- The way we grow and catch our food in Scotland	55
-Food and Health Skills Support resource	49
-Scottish Food and Health	48
- The Scottish Food industry	30

## Investment

421. Another outcome of the programme was in regards to the level of investment generated from industry.

422. The level of investment generated by the Food for Thought Fund was estimated at £300,000 during its first year of life. This remained fairly steady during the second year of the project at £297,000. However, the total number of businesses engaged with schools increased by 61%, from 176 businesses in Year 2 to 284 in Year 3. Details are provided below:

Table 29: Food for Thought – Investment

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Number of businesses engaged with schools	n/a	176	284
Value of in-kind contributions		£300,000	£297,000
Total amount granted to schools		£358,618	£644,000

423. Following Year 3, 76% of those who replied to the survey (83% response rate), said that they found the support from Scottish Business in the Community (SBC) useful. Although it should be noted that SBC was not

always needed. Many schools had already established business links and did not require any further support. Furthermore, some schools kept contact details from previous years and continued working on their own once they felt more confident on how to approach this. Among those who felt the need to use SBC, feedback was overwhelmingly positive<sup>22</sup>.

## Learning and Behaviour Change

424. The two last outcomes of the programme are in relation to learning and behaviour change: **Knowledge** and awareness regarding food has increased; and Positive change in attitudes/intention/**behaviour** regarding food issues, food choices and career options.
425. An overall majority of schools (100% during Year 2 and 98% during Year 3) reported that learners, staff and local community benefitted from the project.
426. Many schools used funding to create a growing garden, which teachers believed to enhance knowledge around seasonality, outdoor learning, physical activity, growing food, harvesting, using the food they had grown for practical cooking experiences, sharing food as a community and understanding issues around local food and sustainability.
427. Through the Food for Thought Fund, schools were able to enhance partnership working e.g. linking Eco Schools, Keep Scotland Beautiful, physical activity, community, NHS Health Scotland and other partners.
428. All projects benefitting from the fund were asked to link their activity to a relevant cultural context, such as Commonwealth Games or Homecoming Scotland. 92% during Year 2 and 96% during Year 3 of schools reported that engaging with these events added value to their projects. The most common linkages during Year 1 were made towards 2014 Commonwealth Games and during Year 3 towards Year of Food and Drink.
429. Teachers reported that providing food as a context for learning had proven meaningful for children and improved the curricular mapping of schools.
430. In some cases, it is reported that the Food for Thought Fund teaching staff appeared more actively involved in ensuring that food education was included in interdisciplinary planning.
431. Self-reported data hints towards a positive change in terms of attitudes towards food in general and careers in the sector specifically. There was no data recorded in respect to intention/change of behaviour as a result of participating in the Food for Thought Fund.

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<sup>22</sup> No confirmation was provided as to the exact proportion of schools supported by SBC through the Food for Thought Fund.

# Annex 7: Food and Health Development Officer – Education Scotland

## Background to the project

432. This section provides background information to the funded Food and Health Development Officer from Education Scotland. It describes how the project came to life, discusses the project's aims, outcomes and budget.

## Project description

433. A Food and Health Development Officer within Education Scotland was supported with the overall aim of becoming a key driver on support to teachers and others in private/public sector on food as a topic for (interdisciplinary) learning.

## Project objectives

434. Specifically, the specific objectives of the project were to:

- promote the use of food as a topic for learning across CfE
- provide advice on education programmes on food education
- provide advice to steering groups of Scottish Government Food Education projects
- provide advice on food related qualifications
- act as a liaison between food stakeholders and the education community
- provide CPD on food related topics and
- work with Science Development Officer to strengthen links between science and food as a topic particularly in the creation of resources and food security qualifications

## Budget

435. The Scottish Government provided a total of £200,000 of funding over the financial period 2012-15 (£70,000 in Year 1, and £65,000 in Year 2 and Year 3).

## Progress on project delivery

436. Progress on project delivery, was assessed using information gathered from various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims

- Feedback on challenges faced
- Feedback from the target populations on successful delivery and satisfaction
- Identification of characteristics/features of successful projects

### Achievement of project targets/objectives

437. From the reports submitted to Scottish Government, targets appeared to have been met and continuous improvements were planned. The project had a very busy agenda and the coordinator reported that it benefitted from two people delivering this agenda in 2014-15.

438. The table below provides a detailed list of progress towards the targets set by the project.

Table 30: Food and Health Development Officer progress towards achieving targets

Target	Progress	Status
Home Economics Glow Support	Piloted and launched Career Long Professional Learning (CLPL) events to use Glow to enhance teaching and learning. New GLOW launches early October 2014	Achieved
Food and Health CLPL	Support schools as requested with CLPL, in service, twilights and planning	Achieved
Food and Science	Working with partners to make stronger food and science links to enhance health & interdisciplinary learning about food. Achieved through Teachmeets events	Achieved
Cooking Bus	Working in collaboration with Focus on Food Cooking Bus Team to offer dedicated CLPL weeks for practitioners	Achieved
Beyond the School Gates	Attendance at meetings, input as requested	Achieved/on going
Online Health and Food Survey	To identify areas of strengths/resources used/partners collaborations currently happening in schools and to identify gaps, challenges, barriers and next steps (Report November 2014)	Achieved
Food Education Stakeholders at the Scottish Learning Festival (SLF)	Yearly event to celebrate and share innovative practice with schools who have with Food Education Partners	Achieved
Food for Thought as an online resource	Create the poster as an online resource with links to websites, video clips, teaching resources and cases studies. Updated on a yearly basis	Achieved
Support Chefs@School	Support the design of the scheme and promotion to schools	Achieved
Growing Food in Schools	Consider a range of approaches to supporting food	Achieved/on

	growing activities, particularly with children and families in the context of CfE. Update their knowledge of emerging practice in food growing Create online guidance and practical support for food growing projects.	going
Links to Year of Food & Drink	Links with Scottish Government, Education Scotland, Event Scotland, Young Scot, SRUC, Scottish Enterprise to engage children and young people with the Year of Food and Drink.	Achieved
To act as a liaison between food stakeholders and the education community	FEP meetings organised and newsletter distributed, Scottish Learning Festival held, links developed and joint working with FSA, Chefs@School, QMS, Royal Horticultural Society, Cyrenians, REHIS and many others.	Achieved/on going
Better Eating, Better Learning	Three year project (starting in August 2013) looking at the six pathfinder schools make with BEBL	Partly achieved/on going

## Challenges

439. The main challenge faced was around the limited amount of resources (i.e. personnel) allocated to the project. The post was filled through secondments and had at times been vacant. Furthermore, for some of time there was only one person available to deliver both the Food for Thought Fund and the Development Officer role.
440. The project coordinator reported that from the schools point of view a challenge had been around adjusting to the new qualifications and understanding how courses should look like. By employing two home economic teachers to address the food related topic, Education Scotland could offer a wide range of resources and tailored support to schools.
441. Another challenge specific to secondary schools was around encouraging cross-curricular working. The project coordinator stated that it would be good to have stronger head teachers' support in secondary schools to broaden understanding of what food education is beyond nutrition.
442. Other challenges faced by home economic teachers were around both in terms of time and money, and also limited training for staff.
443. Furthermore, teachers were finding it more and more difficult to attend events organised during the week due to concerns with class cover. The project therefore received greater sign up for Saturday events, such as Adding Flavour to 2014, Grow, Cook, Eat event along with other Health and Wellbeing planned events. Many of the Saturday events were oversubscribed and had to be delivered again.

## Feedback from target audiences

444. The project collected feedback form teachers at many of the events they organised. Response rate to the events ranged from 30% to 60%.
445. Initial reactions to the events were on the whole very positive and enthusiastic. Events were found useful particularly for: raising awareness of the range of resources available, generating ideas for lessons and updating lesson plans, networking and making useful contacts, increasing personal knowledge and confidence.
446. The Teachmeet events, in particular, received a very positive response (n=20-80). The vast majority of teachers who responded to the survey said:
- They would recommend attending a similar session to a colleague
  - They found the session was relevant to CfE
  - The session increased their confidence in using food as a learning resource
  - The session increased their knowledge of food education
  - The session has encouraged them to use food as a learning resource

## Key features of success

447. Over the time the project has run, a strong stakeholder community has been created. This has been maintained through constant communication not only online but also through events and regular meetings.
448. The network of contacts was important for disseminating information to schools but also in receiving feedback.
449. The project also managed to encourage collaboration among all food education partners by ensuring that resources were shared and that they worked together to engage the highest number of schools.
450. Through the Development Officer role, a wide range of activities were organised, multiple resources were created and many opportunities were provided for teachers to learn about food and how to use food as a topic for interdisciplinary learning.

## Progress on Programme Outcomes

451. The focus of the Food and Health Development Officer role is on embeddedness.

## Embeddedness

452. A wide range of activities have occurred over the course of the project in order to establish food as topic for interdisciplinary learning. This included:

*promotion, providing advice on education programmes and acting as a liaison between food stakeholders and the education community. Progress on each of these areas is summarised below:*

## **Promotion**

453. In order to promote food as a topic for interdisciplinary learning, many activities took place and resources were created. Most evident: the recent launch of Food For Thought online resources, established links with Year of Food and Drink, Teachmeets events focusing on developing Young Workforce in the industry, a new GLOW website launched early October 2014 and online Learning Journeys created (on the Food & Health online pages of Education Scotland).
454. The resources appeared to have received very positive feedback by their users (i.e. teachers), demonstrated by the high number of downloads and visits to the website. Nearly 5,000 downloads were recorded during Years 2 and 3.
455. Indeed, hard copies of leaflets and posters used as part of the Food for Thought Fund had to be re-printed due to the high level of demand.
456. Constant promotion and communication took place to guide education professionals as well as those in the food and drink industry towards the resources. This was delivered, for example, through major events such as Teachmeet, food education partner meetings, via the Health and Wellbeing Network or via CPD sessions with teachers.
457. There was also evidence of collaboration between Education Scotland and other food education partners (such as Chefs at Schools, RHET, Crofting Connections or SFDF) to develop and promote resources.

458. A wide range of activities were organised and managed by the Development Officer. When collated, feedback was positive and encouraging. The table below provides details over time of the overall number of staff engaged through various activities. However, it should be noted that figures provided were not tracked consistently throughout all events conducted; as such they are only indicative of engagement.

Table 31: Education Scotland Development Officer – Number of teacher opportunities

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
Number of teachers, catering staff, HWB leads, head teachers or even parents involved in CPD or educational related activities	1,210	770	1,570

## Advice

459. A range of roles and activities took place in this respect. It should be noted that the advice role was wide ranging across multiple types of education establishments and with varying degrees of depth. The activities described below were chosen as exemplars for good practice, but they only represent a small proportion of the overall advisory role covered by the Development Officer role.

- **Food Education Network:** The Development Officer was responsible for co-ordinating and planning food education partner meetings to share current projects & update on progress/joint planning and working. A newsletter was sent quarterly as a result of these encounters. A leaflet was also available and was well received by Local Authorities.
- **Better Eating, Better Learning (BEBL):** This was a three year project looking at the journey eight pathfinder clusters make with BEBL. In conjunction with the Health and Nutrition Inspectors, the eight clusters were identified and a local partnership agreement was put in place for this project.
- **Home Economics National Support:** A Home Economist Lead Officer was identified in every Local Authority across Scotland. Network meetings took place regularly and information was shared nationally.
- **Grow, Cook, Eat in schools:** intelligence was gathered from a large number of organisations/local authorities/individuals around process and procedure for overcoming barriers to cooking food grown in schools. A set of guidelines were being prepared during 2014-15. A range of events to inform teachers also took place over 2013-15. From evidence collected by Education Scotland, there appeared to be an appetite for this and those sessions already conducted received very positive feedback.

## **Liaison activities**

460. Since the project started, there was evidence of collaboration between Education Scotland and other food education partners. This happened not only through quarterly meetings and newsletters (see above), but also through tailored help to help with resource development and support in delivery of specific activities.
461. The remit of the Development Officer covered partners from the whole FEP, and beyond this also supported Food For Life Scotland, Cooking Bus and Scottish Council for Development Industry (SCDI). Furthermore, there were links and joint working with FSA and QMS as well as the Royal Horticultural Society, Cyrenians, Glasgow Lighthouse and Stirling University among others.
462. Furthermore, the Development Officer was heavily involved in the Health and Wellbeing National Network by sharing up to date guidance and advice around food education and providing guidance at a local authority level too.

# Annex 8: From Farm to Plate - Royal Highland Education Trust

## Background to the project

463. This section provides background information to the project 'From Farm to Plate' from the Royal Highland Education Trust (RHET). It describes how the project came to life, discusses the project's aims, outcomes and budget.

## Project description

464. RHET is an educational charity that works to support schools in teaching school children about the issues surrounding food, farming and the countryside, through farm visits, classroom talks, free resources for schools and the education programme at the Royal Highland Show.

465. Learning opportunities focus on: farming and food production, outdoor learning for all, Countryside – incl. forestry and estate management and environmental awareness.

466. The main target groups for this project were teachers, students, farmers, RHET partners and also the general public. Delivery partners included local councils, farmers and schools.

467. A project coordinator in each of RHETs 12 areas was responsible for liaising with schools, activity providers, hosts, farmers, enterprise coordinators. Area coordinator also provided the administration and programming for events, arranged the hired facilities required, carried out health and safety assessments and managed site visits.

468. There were two key activities carried out by the project:

- **Food and Farming Days:** Food & Farming days were a single event typically running from 10 am till approximately 2:30 pm. They were specifically designed for P6/7 pupils. Pupils and their teachers attended an external agriculture related venue, such as farms, estates, agricultural centres (marts), agricultural show grounds. Pupils participated in a range of activities which may have included: grinding wheat into flour, making butter from cream, looking at sheep, sheep handling, livestock, cuts of meat and planting vegetables. A school had to sign up to RHET to have arrangements made. Teachers attended a visit to the site prior to the event where they had the opportunity to help shape sessions.
- **Farmer's Markets (primary & secondary schools):** Farmer's Markets were primarily geared towards business & enterprise but they were also about involving the wider community and encouraging understanding and consumption of Scottish/local produce.

469. Since the project started the enthusiasm around farmers markets has gradually worn and it was reported to be very difficult to 'sell' this idea to schools/teachers. The main reason reported was that it required much more preparation than for the Food and Farming events. As such, the project concentrated on the Food and Farming Days.

### **Project aims and outcomes**

470. The overall **aim** of From Farm to Plate was to ensure that:

**Food is used as a topic for interdisciplinary learning with enriched delivery of Curriculum for Excellence.**

471. Specifically, the **outcomes** of the project were defined as:

- Educate children and teachers about food, farming and the countryside providing positive links to the Curriculum for Excellence, particularly in regard to food sourcing.
- Create strong partnerships between RHET, farmers, schools and other food sector education partners, where relevant, to deliver food-based events for schools encouraging pupil engagement and learning.
- Increase understanding of farming and food production in Scotland and encourage consumption of Scottish produce.

### **Budget**

472. The project From Farm to Plate started during pilot years 2010-12. The total level of funding over that time from the Scottish Government was over £84,700.

473. During the main years of the FEP, funding allocated from the Scottish Government came to over £50,000 per annum (£58,284 in Year 1; £51,846 in Year 2 and £52,446 in Year 3).

### **Progress on project delivery**

474. Progress on project delivery, was assessed using information gathered from various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Challenges faced
- Feedback from the target populations on successful delivery and satisfaction

- Identification of characteristics/features of successful projects

### Attainment of Scottish Government targets

475. The two main targets set for RHET were in regards to the number of Food and Farming days and Farmers markets organised. While the target against Food and Farming days was continuously exceeded, farmers markets did not share the same momentum for the reasons explained previously.

476. Taking the total number of events to be organised at 24 during each financial year, RHET managed however to meet its overall target during Year 1 and Year 2, but felt short of 5 events during Year 3. The table below shows detail of progress over time.

Table 32: RHET Progress towards achieving targets

Target	Progress	Status
<b>Targets Year 1</b>		
12 Food & Farming days	18 Food and Farming days organised	Exceeded
12 Farmers markets	11 markets took place	Partially achieved
<b>Targets Year 2</b>		
12 Food & Farming days	26 events in total	Exceeded
12 Farmers markets	7 markets across 8 schools	Partially achieved
<b>Targets Year 3</b>		
12 Food & Farming days	15 events in total	Exceeded
12 Farmers markets	5 farmers markets	Partially achieved

477. Additionally, the Scotland's Farming Year DVD was revamped and launched in February 2013. The DVD was available free to all primary schools and focused on health & wellbeing, science and social studies. Its aim was to provide a comprehensive introduction to farming in Scotland, and its role in food production and the countryside<sup>23</sup>.

### Achievement of project aims

478. *Objective #1: Educate children and teachers about food, farming and the countryside providing positive links to the Curriculum for Excellence, particularly in regard to food sourcing.* From reports provided, the project appeared to have increased knowledge among participants to the event, as well as raised enthusiasm to keep involvement in the food topic.

<sup>23</sup> Scotland's Farming Year DVD:  
<http://www.rhet.org.uk/Resources/Scotland's+Farming+Year+DVD>

479. *Objective #2: Create strong partnerships between RHET, farmers, schools and other food sector education partners, where relevant, to deliver food-based events for schools encouraging pupil engagement and learning.* The level of in-kind investment was consistently high and surpassed Scottish Government funding. No issues were recorded in regards of engagement with industry.
480. *Objective #3: Increase understanding of farming and food production in Scotland and encourage consumption of Scottish produce.* No data was provided to support any progress towards this objective.

## Challenges

481. The main challenges as reported by the project coordinator were:
- *Time commitment and competition for time among schools.* While the project found it hard to engage with new schools, once they [schools] were involved they enjoy it and in most cases wanted to repeat the experience.
  - *Some resistance from schools and inflexibility from others* (some schools only do one trip per school year). More resistance was evident when organising farmers markets because of the work load involved for teachers. Teachers had to assess if they had the time to commit, if the programme fitted with what they were currently doing and what the outcomes were going to be for the pupils. Over time, resistance from teachers to attending farmers markets increased.
  - *Ensuring the project fits with specific learning or alternative plans.* From the project coordinators experience, it appeared that some schools were more rigid than others and unless RHET approached them at the right time regarding planning, convincing them to take part was a difficult task.
  - *Costs and lack of appropriate equipment.* Some schools were reluctant to take part unless full transport costs were covered. This challenge was more acute in the more deprived areas.
482. Despite some resistance and limited amount of resources available, the project made some good progress. Coordinators remained flexible towards schools, allowing for more Food and Farming days to take place in detriment of farmers markets.

## Feedback from target audiences

483. Overall, the project appeared to receive positive feedback from pupils, teachers and farmers. The project coordinator reported that schools liked the interactivity and the general experience of outdoor learning.
484. On completion of the events, teachers received feedback forms to report on their experience of the day. On the whole, there was an overwhelmingly

positive response from teachers to both the food and farming days and the school farmer's markets. They were considered to be well organised and enjoyed by those taking part and many commented on how they would recommend it to other schools.

485. There were a few negative comments. These were mainly about the lack of facilities for hand-washing and breaks. There were no consistent themes with other comments and suggestions indicating individual preferences or one off experiences and little cause for concern.
486. When asked what sessions the pupils enjoyed most, many teachers responded that they enjoyed all sessions, but in particular some elements stood out: hands-on activities (such as making food stuffs), handling animals or tasting food.
487. Where issues were raised and suggestions made for improvements, these tended to focus on facility provision, the level of hands-on activities, the duration of events, delivery of the activities, event information and getting to the event location.
488. Farms/businesses were also provided with feedback forms to report on their experience. The vast majority expressed a high level of satisfaction with how the day went but suggestions for improvement were given on the following:
  - *Listening* - The ability for groups to hear what is being said (dependant on group size, space and acoustics of the environment)
  - *Time and group management* - There could be improvements in time management of groups and organisation of the groups at the start of the day, especially where transport issues resulted in delays. Also, one commented that more time was needed at each station.
  - *Transport* - arrangements should be more realistic considering school logistics.
489. Anecdotally, among farmers encountered by the project there seemed to be a lot of altruism and them actually wanting people to know what they do.
490. No feedback forms were distributed to the pupils directly, so their experience can only be evaluated through teachers' perceptions.

### **Key features of success**

491. As stated above, feedback forms received from teachers and industry were overwhelmingly positive and encouraging.

492. Crofting Connections [see [Annex 2](#)] and the Co-op 'From Farm to Fork'<sup>24</sup> are the only other groups in Scotland doing anything similar to RHET regarding farming education. RHET is the main player in Scotland, as Crofting Connection concentrates around the crofting areas of the Highland & Islands.
493. There was an under spent each year enabling spend on more information boards, leaflets, farm activities book and Farm Visits guidance leaflets.

## Progress on Programme Outcomes

494. This section focuses on the impact that From Farm to Plate has had on the wider FEP outcomes of Opportunities, Embeddedness, Investment and Learning and Behaviour Change.

### Opportunities

495. This section reports on progress towards the overall programme outcome: **Opportunities** to learn about food are provided to young people.
496. Since the launch of the FEP around 14,400 opportunities for children to learn about food as part of RHET were created. This included somewhere between 140-220 schools on a yearly basis.
497. Demand fluctuated as teachers/schools and providers interests varied. There was, however, a consistent downward trend in the number of farmer's markets organised. Food and Farming days were much more popular and the trend was to continue investing in this area. Further detail on opportunities created is reported in the table below:

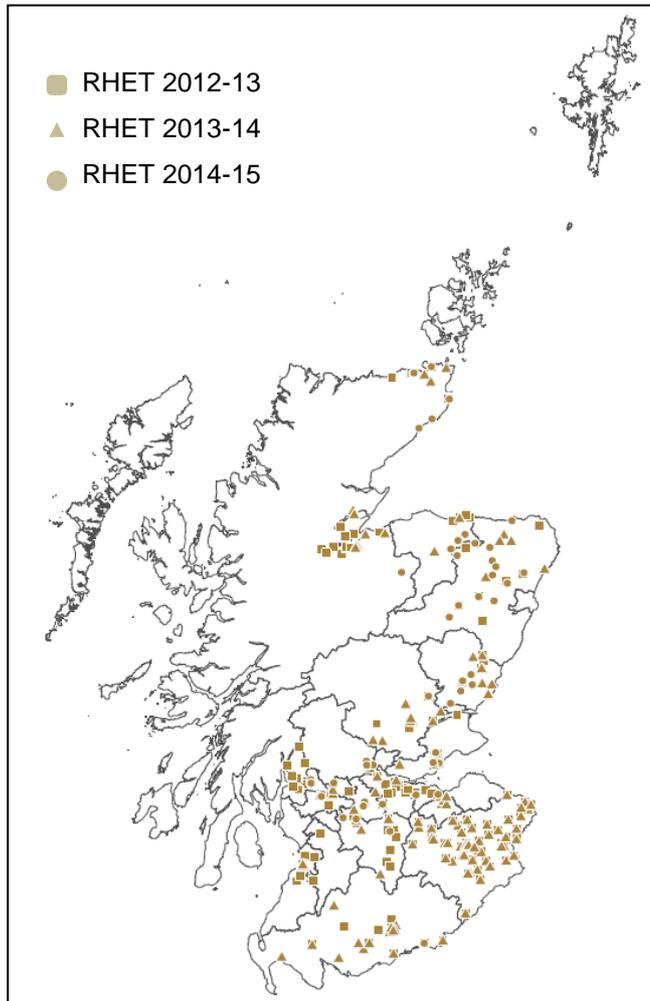
Table 33: RHET - Opportunities created over time

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
Number of pupil opportunities created	5,120	5,285	4,834
<b>Food &amp; Farming days</b>			
Number of Food & Farming days	22	14	15
Schools involved in Food & Farming days	106	174	137
<b>Farmers markets</b>			
Number of farmer's markets	11	7	5
Schools involved in Farmers markets	21	40	19

<sup>24</sup> As part of the Green School revolution: [http://www.co-operative.coop/Farms/farm\\_assets/pdfs/A%20guide%20to%20a%20great%20school%20trip.pdf](http://www.co-operative.coop/Farms/farm_assets/pdfs/A%20guide%20to%20a%20great%20school%20trip.pdf)

498. The vast majority of schools engaged were primary schools with the exception of four secondary schools in Year 1 and three in Year 3.
499. The coverage of the programme was spread across most local authorities, although there is concentration along the Central Belt and the East coast of Scotland. The map below shows the geographical spread of the project over time.

Image 8: RHET geographical coverage



500. All in all, the project managed to create a consistent high number of pupil opportunities to learn about food year on year. The Food & Farming days remained popular and successful, with positive feedback received from both teachers and industry.

### Embeddedness

501. Food education activities are **embedded** in the curriculum and teachers appreciate food as a learning resource and are confident to deliver food related learning.

502. The following indicators were identified as appropriate to measure progress towards the Embeddedness outcome:
- Number of Food education CPD events
  - Number of teachers attending CPD events regarding food events
  - Feedback from CPD (or other events) indicating positive impacts on learning, enthusiasm and confidence
  - Resources – range, availability and feedback on use
503. RHET was involved in a number of teacher training events across Scotland, where they brought the Curriculum learning to life using the farm setting to cover several subject areas. A total of 100 teachers were reached in Year 1, 200 in Year 2 and 200 in Year 3.
504. From feedback collected by RHET, the information events were welcomed by teachers considering them appropriate and useful. The majority of teachers said that the Food & Farming days met their curricular needs. Most teachers also agreed that the sessions for pupils were also pitched at an appropriate level. Some quotes include:
- ‘The pupils thoroughly enjoyed the experience. The content of each session was interesting and informative. Each session was also interactive to ensure that pupils were engaged.’
  - ‘Excellent sessions with various activities, every child irrespective of ability had an understanding of what was being discussed.’
505. Resources created by RHET for the purpose of this project include: a Scotland’s Farming Year DVD, a Teachers Notes document for those engaged with a Food and Farming event or Farmer’s markets and an Information booklet for the CPD sessions (this contains information about the farming enterprises, the location, history and heritage of the farm (if applicable)).
506. No formal feedback on the resources was collected by the project but anecdotal evidence showed that these had been warmly received and widely used particularly when preparing for the Food & Farming days or Farmer’s markets.

## **Investment**

507. The level of in-kind investment received from industry and other external partners by RHET is consistently and significantly higher than the funding received from the Scottish Government.
508. Even though, there was a considerable drop in in-kind investment during Year 3, this was still above government’s funding. Should be noted that as Food & Farming days developed, less people were required to set up and run them in relation to the earlier days of the project. This was reflected in the

total number of hours in-kind. Furthermore, all Farmer's markets had varying amounts of time committed to them to help them set up and run. The table below shows level of in-kind investment over time.

Table 34: RHET investment

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
Scottish Government funding	£58,284	£51,846	£52,446
In-kind investment from industry and other external partners	£198,720	£222,400	£78,423

509. During its lifetime, the project managed to engage with industry and achieved a considerable amount of in-kind investment. Future financial engagement from industry with the project should be closely monitored, considering the drop recorded during Year 3.

### Learning and Behaviour Change

510. RHET collected formal feedback from teachers taking part in the events. The response was highly positive and suggested that the pupils had learnt a lot across a range of areas including: types of farming, where food comes from, butchery, how some food is made, roles & jobs in the farm, healthy eating, and environmental awareness.

511. Most of teachers reported that pupils' knowledge and understanding of food and farming had been enhanced by taking part in the Food & Farming day.

512. From the feedback collected, the sessions pupils enjoyed the most related to the Eatwell Plate Challenge, the auction, seeing real life animals and for some also the tractor ride. When asked what their pupils enjoyed the least, most said that nothing. Some, however, said that the least popular sessions were in relation to crops/cereals, vegetables or potatoes.

513. Teachers were also asked how they intend to carry on the learning within the classroom and a wide range of ideas were offered, e.g. linking the visit to the environment, healthy eating, nutrition, fair trade or even science and art work. For a minority the Food & Farming day was the culmination of activity already carried out.

514. Many schools had either been involved in a farm visit prior to or following the food and farming event, which is a good step towards embedding the food, farming and countryside learning into the curriculum.

515. So overall, it appears that the project has helped improve knowledge and understanding of food and farming. However, there is no clear indication of the impact the learning has had/will have on future behaviour.

# Annex 9: Seafood in Schools – Seafood Scotland

## Background to the project

516. This section provides background information to the project Seafood in Schools run by Seafood Scotland. It describes how the project came to life, discusses the project's aims, outcomes and budget.

## Project description

517. Seafood in Schools is a project run by Seafood Scotland which develops Seafood Industry partnerships with schools promoting the use of fish as a topic for interdisciplinary learning and enhancing children's knowledge and understanding of seafood and its supply chain from sea to plate. The project was designed for delivery across school cluster networks including nurseries, primaries and secondaries and puts an emphasis on progression on young people's experiences.
518. Prior to being awarded funding for 2012-15, Seafood Scotland received £300,000 in April 2010 (not part of FEP funding) towards a campaign 'Eat More Fish'<sup>25</sup> aimed at increasing seafood consumption and awareness of the health benefits of eating seafood to the public, schoolchildren, retailers and chefs throughout Scotland. This included a pilot carried out in four Scottish secondary schools, giving the pupils the opportunity to learn about issues such as sustainability, food industry processes and careers and healthy eating using fish as a vehicle for learning.
519. Further to this pilot, Seafood Scotland was awarded funding in March 2011 from the Food and Drink Industry Division (as part of the FEP) to implement the pilot project more widely, which was entitled Seafood in Schools.
520. With solid foundations established, the project for 2012-15 intended to build upon the earlier work and was targeted at children of all ages.
521. Project activities included:
- Co-ordination and development of partnerships between industry and schools
  - Delivery of 'Anchor Events' to initiate seafood-related school learning projects and support schools throughout projects, as required
  - Resource development
  - Development and delivery of CPD for teachers

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<sup>25</sup> Eat More Fish Campaign Press release: <http://www.gov.scot/News/Releases/2010/04/28112530>

## **Project aims and outcomes**

522. The key aim of Seafood in Schools was to:

**use seafood as a context for learning to help pupils understand where seafood comes from, how it gets to their plates and why it is important as part of a healthy diet**

523. Specifically the project as part of the overall FEP aimed to:

- Increase knowledge and understanding about the seafood supply chain, from sea/source to plate
- Increase knowledge and understanding about fishing and aquaculture production in Scotland
- Increase appreciation of seafood as a healthy, sustainable food and understanding of why it is important as part of a healthy diet
- Provide opportunities to develop a greater understanding of how to choose and prepare fish and shellfish, and to try different kinds of seafood
- Provide a platform for the progression of knowledge and skills from nursery/primary through to secondary level and beyond
- Provide CPD opportunities for teachers to enable them to use seafood as a context for learning throughout the Curriculum for Excellence
- Support establishment of effective, sustainable partnerships between schools and the seafood industry that will give the project longevity beyond the term of funding

## **Budget**

524. In total, the Scottish Government provided £225,000 of funding over the financial years 2012-15 (£75,000 per annum). During the pilot year 2011-12, £90,000 was awarded.

## **Progress on project delivery**

525. Progress on project delivery, was assessed using information gathered from various data provided, which included:

- Individual projects' progress against targets set by the Scottish Government
- Individual projects' achievement of project aims
- Feedback on challenges faced
- Feedback from the target populations on successful delivery and satisfaction

- Identification of characteristics/features of successful projects

## Attainment of Scottish Government targets

526. Seafood in Schools made good progress against its targets and there were no issues with delivery or spend. The table that follows shows year on year progress towards achieving its targets.

Table 35: Seafood in School progress towards achieving targets

Target	Progress	Status
<b>Targets Year 1</b>		
Engagement with 20 school clusters and delivery of two-day anchor event for each	One less cluster achieved. Cancelled at last minute and due to take place in 2013-14	Partially achieved
Delivery of CPD training to teachers across all clusters	CPD sessions held during lunchtime at each workshop – 800 teachers reached	Achieved
Update and improve the Seafood in Schools website, including case studies	Continuous development	Achieved
<b>Targets Year 2</b>		
Engagement with 20 school clusters and delivery of two-day anchor event for each	20 school clusters involving 20 high schools and 136 primaries	Achieved
Delivery of CPD training to teachers across all clusters	CPD sessions held during lunchtime at each workshop – 750 teachers reached	Achieved
Industry partnership set up with across all clusters	Industry partners (processors, chefs, fishermen, retailers etc) brought in to every workshop	Achieved
Update and improve the Seafood in Schools website, including case studies		On-going
<b>Targets Year 3</b>		
Engagement with 20 school clusters and delivery of two-day anchor event for each	20 school clusters involving 20 high schools and 131 primaries	Achieved
Delivery of CPD training to teachers across all clusters	CPD sessions held during lunchtime at each workshop – 650 teachers reached. Through other events, total reach of teachers rises to 900	Achieved
Industry partnership set up with across all clusters	Industry partners (processors, chefs, fishermen, retailers etc) brought in to every workshop	Achieved
Update and improve the Seafood in Schools website, including case studies		On-going

527. Beyond the pre-defined targets, other activities took place. Particularly in relation to collaborating with other food education partners such as Crofting Connections, RHET and Chefs@School. There was also on-going training with all four project coordinators. Occasionally, community sessions were also organised involving parents, guardians, siblings and the wider community.
528. The project was also active in PR activities via local press releases, TV and radio coverage through various local channels as well as in national and trade press.

### **Achievement of project aims**

529. Objective #1: *Increase knowledge and understanding about the seafood supply chain, from sea/source to plate.* Objective #2: *Increase knowledge and understanding about fishing and aquaculture production in Scotland.* From feedback forms distributed to teachers and pupils, it appeared that the project helped increase knowledge of the industry.
530. Objective #3: *Increase appreciation of seafood as a healthy, sustainable food and understanding of why it is important as part of a healthy diet.* Feedback forms received by teachers and pupils, showed a trend towards greater understanding and appreciation from those who attended the workshops sessions.
531. Objective #4: *Provide opportunities to develop a greater understanding of how to choose and prepare fish and shellfish, and to try different kinds of seafood.* The number of opportunities created to learn about food increased year on year.
532. Objective #5: *Provide a platform for the progression of knowledge and skills from nursery/primary through to secondary level and beyond.* The project worked in clusters selecting a secondary school and then working with all surrounding primary/nursery schools.
533. Objective #6: *Provide CPD opportunities for teachers to enable them to use seafood as a context for learning throughout the Curriculum for Excellence.* Each year, between 750 and 1,000 teachers were provided with CPD opportunities.
534. Objective #7: *Support establishment of effective, sustainable partnerships between schools and the seafood industry that will give the project longevity beyond the term of funding.* Anchor events linked schools with industry, however, no data was received to establish whether links were sustained and further developed beyond their involvement in the project.
535. Overall and where data is available, the project appeared to have made good progress towards achieving its aims.

## Challenges

536. The challenges identified the project coordinator were focused around the difficulties in dealing with a wide range of schools and ensuring a sustainable partnerships between industry and the schools.
537. While schools were enthusiastic about taking part in the project, making sure that all activities ran smoothly and coordinating all schools took some effort and good organisational skills.
538. Another challenge identified was around chasing up schools for post-project case studies. Once the project was over, many schools struggled to keep the momentum going.
539. Working with chefs was also found challenging, particularly in relation to the high level of last minute cancellations.

## Feedback from target populations

540. Feedback forms were distributed among teachers and pupils. Response rates varied between a third and two fifths.
541. The majority of teachers said they were keen to undertake more food education activities using their newly gained knowledge<sup>26</sup>.
542. Overall, teachers found the workshops to be an excellent experience for pupils with a wide variety of information put across during sessions. They were also pleased to have made new contacts with industry personnel at the events who were willing to return to help deliver food education messages in the classroom.
543. Feedback provided by pupils (over 5,000 replies), was equally positive and encouraging. Most pupils (78%) said that they enjoyed the event. Furthermore, 76% said they had learnt something new: including, where seafood comes from and the supply chain involved (33%), eating seafood contains Omega 3 (23%) and how the Scottish salmon and/or fishing industries work (9%).
544. Tasting seafood was by far the most favourite activity. In fact, 71% said the event had changed how much seafood they now wanted to eat.
545. No evaluation of the community workshops was undertaken but anecdotal evidence from comments made at the events show that parents gained some knowledge and understanding from them. Some of the feedback received included:

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<sup>26</sup> From teacher feedback forms distributed during Year 2 (126 distributed, 106 replies: 84% response rate)

- **Castle Douglas HS** – ‘Loved the workshops - great to experience the fresh approach of hands-on learning. Will introduce more fish at home’.
- **Webster’s High School, Kirriemuir** - ‘A great project to bring into school for both pupils and parents. The encouragement towards the children and adults to try all the fish on offer was excellent and as a parent, it has opened my eyes and I feel like I could try more fish based recipes in the future. Thank-you’.

### Key features of success

546. The project has now been running for just over five years. Targets were met continuously and there were no issues with delivery or spend. The four coordinators were updated with regular training and the infrastructure of the project appeared to run smoothly.
547. Feedback from various target audiences was consistently positive.
548. The project was also proactive at collaborating with various other food education partners, like for example Chefs@School, with whom formal links were established from March 2014 onwards.
549. New funding partners were continuously sought after and engaged to extend the reach of the project.
550. In fact, there was continuous growth in the number of pupil opportunities provided to learn about food. At the end of Year 3 of the FEP, Seafood in Schools was the major contributor of learning opportunities for pupils. Further detail on this will be provided in the section that follows.

### Progress on Programme Outcomes

551. This section focuses on the impact that Seafood in Schools has had on the wider FEP outcomes of Opportunities, Embeddedness, Investment and Learning and Behaviour Change. .

#### Opportunities

552. During the pilot year Seafood in Schools provided around 25,000 opportunities for pupils to learn about food. The pilot year provided some solid groundwork for a successful start of Seafood in Schools into the FEP.
553. During the first year of the FEP, the number of pupil opportunities provided to learn about food doubled to 51,600. This positive progression continued, albeit at a much slower pace: just over 52,400 opportunities were provided in Year 2 and 58,600 during Year 3.
554. Since taking part in the FEP, Seafood in Schools created over 160,000 opportunities for pupils to learn about food.

555. Interaction with Seafood in Schools could have taken three main formats: directly via workshops, through dissemination across schools and via their presence at the Royal Highland Show. The table below shows how many opportunities were created over time:

Table 36: Seafood in Schools Opportunities created over time

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
<b>Total number of opportunities created</b>	<b>51,660</b>	<b>52,480</b>	<b>58,600</b>
- through direct workshops	10,000	13,500	11,600
- through dissemination across schools	29,660	26,980	35,000
- via presence at RHS	12,000	12,000	12,000

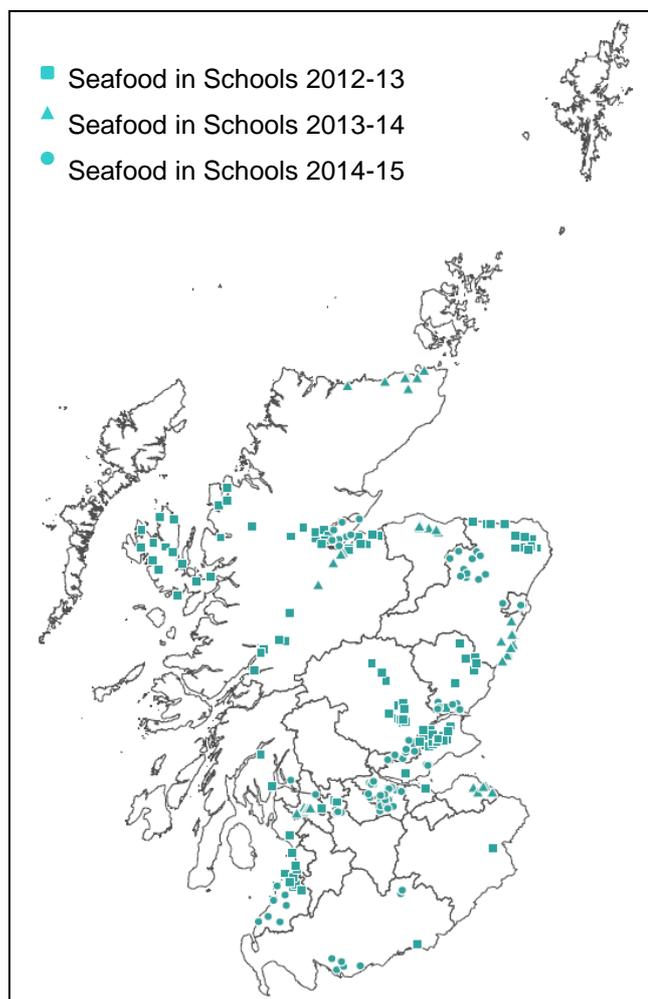
556. Seafood in Schools works on a cluster basis. Each year, the target set of creating 20 clusters was achieved. Each year, the project engaged approximately 150 schools (around 130 primary schools and 20 secondary schools). Details are provided in the table that follows:

Table 37: Seafood in Schools number of schools reached

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
<b>Total number of schools reached</b>	<b>148</b>	<b>156</b>	<b>151</b>
- of which primary schools	127	136	131
- of which secondary schools	21	20	20

557. In terms of geographical coverage, this was spread across most of Scotland, with the exception of the Islands as shown in the map below.

Image 9: Seafood in School geographical coverage



### Embeddedness

558. This section portrays Seafood in Schools progress towards the overall programme outcome: Food education activities are **embedded** in the curriculum and teachers appreciate food as a learning resource and are confident to deliver food education.

559. The indicators used to track progress towards this outcome are: number of food education CPD events, number of teachers attending CPD events regarding food, feedback from CPD (or other) events, and range of resources available.

560. Seafood in Schools held CPD sessions during lunchtimes at each workshop. The target of 30 teachers per session was either achieved or exceeded consistently. Beyond these sessions, further CPD events took place. Overall, 1,000 teachers were reached in Year 1, 750 in Year 2 and 900 in Year 3.

561. From the teachers' feedback forms, teachers found the workshops to be an excellent experience for pupils with a wide variety of information provided during sessions.
562. Anecdotal evidence from the teachers and comments written down in their 'comments book' showed that they [teachers] were enthused to undertake more food education activities using their newly gained knowledge. They were also pleased to have made new contacts with industry personnel at the events, who were willing to return to help deliver food education messages in the classroom.
563. Immense variety of resources was created over time. It was reported that these were well received and widely used by teachers. Examples include: a website with project information (incl. case studies), quiz sheet, wall charts, project leaflets, workshop materials, posters, pull up banners, recipe leaflets and postcards, species guides, flash cards, etc Some of the material was also available in Gaelic.

## Investment

564. Another outcome of the programme was in regards to the level of investment generated from industry. The outcome is defined as: industry **investment** in food education is demonstrated and has increased/continues to increase, with commitment of industry to continue with engagement/partnerships.
565. There was a consistent level of in-kind investment over time, which increased the budget of the project by two thirds.

Table 38: Seafood in Schools investment

	FEP: Year 1 2012-13	FEP: Year 2 2013-14	FEP: Year 3 2014-15
Scottish Government funding	£75,000	£75,000	£75,000
In-kind investment from industry and other external partners	£50,000	£55,000	£55,000

566. Industry partners (processors, chefs, fishermen, retailers, marine scientists etc) were brought in to every workshop and pledged on-going support and engagement with the local schools. Partnerships were for the most part maintained year on year

## Learning and Behaviour Change

567. The last two outcomes of the programme are in relation to learning and behaviour change: **knowledge** and awareness regarding food has increased;

and positive change in attitudes/intention/**behaviour** regarding food issues, food choices and career options.

568. Seafood Scotland distributed feedback forms to all participating students to complete<sup>27</sup>. On the whole, results were overwhelmingly positive. Most students said that they enjoyed the event and around 75% said that they had learnt something new as a result of taking part in the workshop.
569. From feedback forms collected by Seafood in Schools, children seemed to be learning a wide range of topics as part of the project: e.g. that seafood contained Omega 3 (20%), where seafood comes from and the supply chain involved (18%), new facts about fish and shellfish (16%), experiences a new taste or recipe (15%), the wider Scottish Seafood industry (13%)<sup>28</sup>.
570. Favourites of the event included: tasting the seafood, seeing the live fish or crustaceans and holding them, and cookery demonstrations.
571. Over 80% of participating students said they had tried a new seafood and around 70% each year said that the event had changed how much seafood they now wanted to eat.
572. No evaluation of the community events was undertaken but anecdotal evidence from comments made at the events showed that parents gained a good deal of knowledge and understanding from them. For illustrative purposes, some examples are below:
  - “When my son came home saying that he ate mussels, I had to see for myself, and this convinced me that he wanted to start to eat seafood.” [Parent from Carrick Academy]
  - “I wish we had done this at school.” [Parent from Carrick Academy]
  - “Really loved this event. It made my kids try fish and I hope they will now want to eat it more often.” [Parent from Perth Academy]
  - “Fantastic evening, thank you so much, as a parent I’ve learned lots – even though I have a hotel and catering background!” [Parent from Perth Academy]

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<sup>27</sup> Response rate oscillated between 45-55%, with a base size of around 5,500 each year.

<sup>28</sup> Note: proportions shown in brackets are for latest survey conducted in March 2015, but results are in line with those provided in previous reports.

## Annex 10: List of acronyms

CfE	Curriculum for Excellence
CPD	Continuous Professional Development
CLPL	Career Long Professional Learning
F&D	Food and Drink
FDARC	Food and Drink and Rural Communities
FEP	Food Education Programme
FiF	Futures in Food
HIE	Highland and Islands Enterprise
HLF	Heritage and Lottery Fund
HNI	Health and nutrition inspector
HWB	Health and Well-Being
ILW	Innovative Learning Week
RHET	Royal Highland Education Trust
SCDI	Scottish Council for Development Industry
SCN	Scotland's College Network
SEN	Special Education Needs
SFDF	Scottish Food and Drink Federation
SFW	Skills For Work
SIMD	Scottish Index of Multiple Deprivation
SiS	Seafood in Schools
SLF	Scottish Learning Festival
STEM	Science, Technology, Engineering and maths
SRUC	Scottish Rural College
QMS	Quality Meat Scotland

# Annex 11: Reporting template

## Document A: Reporting template pro-forma for Interim or End of Year Reports

ORGANISATION:			
Project title			
Period of report			
Type of report	[Interim/ Year end] Project Evaluation/Review		
Key contact			
Email			
Tel:			
ACHIEVEMENTS – PROGRESS TOWARDS TARGETS/OUTCOMES (add extra lines if needed)			
TARGET	PROGRESS		
BUDGET (add extra lines if needed)			
	Description	Projected £	Actual £
	Total expenditure		
	Estimated financial contribution from other sources (if applicable)		

OTHER KEY ACTIVITIES AND/OR ACHIEVEMENTS OVER THE LAST PERIOD (add extra lines if needed)	
ACTIVITY/ACHIEVEMENT	DESCRIPTION

<b>ANY OTHER COMMENTS OR INFORMATION OF NOTE</b>	

<b>MONITORING AND EVALUATION</b>	
<i>What opportunities have been provided to young people to learn about food? [Please include an indication of the number of opportunities and number of young people engaged as well as a brief description of opportunities]</i>	
<i>Evidence of impacts on pupil knowledge and/or enthusiasm to learn about food?</i>	
<i>Evidence of impacts on pupil attitudes/intentions/behaviour with respect to diet, food related careers or other food issues?</i>	
<i>Food education CPD opportunities – please include number delivered, numbers of teachers (or others) that were engaged and a brief description of the event</i>	
<i>Evidence of impacts on teacher confidence, knowledge and/or enthusiasm to conduct food education activities?</i>	
<i>Describe any resources developed and comment on how much they are used and valued by teachers?</i>	
Other Information of Note	

NB Where evidence is provided please include:

- What the source of the evidence is eg feedback questionnaires, interviews, anecdotal.
- Provide information on the response rates (ie how many questionnaires were completed out of total handed out). Also, information on who completed the questionnaires ie teachers, industry, primary or secondary pupils.

## Document B: School tally pro-forma

Page 1

School year	Reporting Period	Project name	School name / Establishment	Business / industry partner (if applicable)	Primary	Secondary	Local Authority

Page 2

Postcode	Year group (s)	Total pupil number	Pupil no. of which new entrants	Pupil no. of which repeat participants	Subject areas

### **How to access background or source data**

The data collected for this social research publication:

may be made available on request, subject to consideration of legal and ethical factors. Please contact [socialresearch@gov.scot](mailto:socialresearch@gov.scot) for further information.



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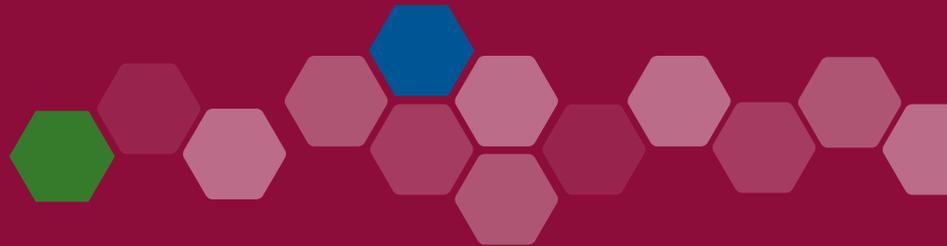
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This document is also available from our website at [www.gov.scot](http://www.gov.scot).  
ISBN: 978-1-78652-195-8

The Scottish Government  
St Andrew's House  
Edinburgh  
EH1 3DG

Produced for  
the Scottish Government  
by APS Group Scotland  
PPDAS67974 (03/16)  
Published by  
the Scottish Government,  
March 2016



Social Research series  
ISSN 2045 6964  
ISBN 978-1-78652-195-8

Web and Print Publication  
[www.gov.scot/socialresearch](http://www.gov.scot/socialresearch)

PPDAS67974 (03/16)