



Academy of Culinary Arts

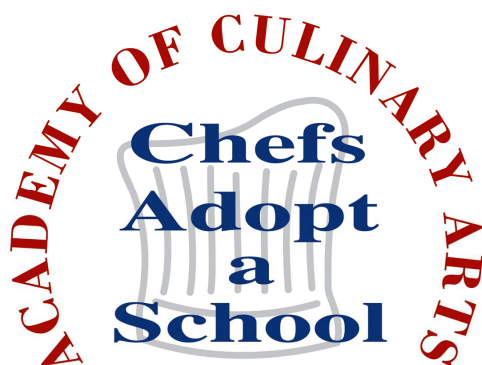
Founded in 1980 by L'Académie Culinaire de France
PATRON: HIS ROYAL HIGHNESS THE PRINCE OF WALES

FOOD EDUCATION AT SCHOOLS TODAY

**SAFEGUARDING THE HEALTH OF THE NATION THROUGH
PRACTICAL LEARNING**

FEAST

- EXECUTIVE SUMMARY -



Worshipful Co. of Cooks



FOOD EDUCATION AT SCHOOLS TODAY

- SAFEGUARDING THE HEALTH OF THE NATION THROUGH PRACTICAL LEARNING -

- INITIAL RESEARCH -

EXECUTIVE SUMMARY

from

HOSPITALITY AND LEISURE MANPOWER AND
THE ACADEMY OF CULINARY ARTS

AUGUST 2008

AN **ACADEMY OF CULINARY ARTS CHEFS ADOPT A SCHOOL** INITIATIVE TO
TO SEE THAT THE CURRENT MINIMUM REQUIREMENT FOR THE TEACHING OF FOOD EDUCATION AND COOKERY
BE EXTENDED TO BECOME AN INTRINSIC AND REGULARLY DELIVERED PART OF THE SCHOOL CURRICULUM
FROM PRIMARY LEVEL UPWARDS

SUPPORTED BY THE **EDGE FOUNDATION** AND THE
WORSHIPFUL COMPANY OF COOKS

Sara Jayne Stanes OBE
Academy of Culinary Arts

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Hospitality and Leisure
Manpower

FOOD EDUCATION AT SCHOOLS TODAY

- SAFEGUARDING THE HEALTH OF THE NATION THROUGH PRACTICAL LEARNING -

An Academy of Culinary Arts Chefs Adopt a School initiative supported by the Edge Foundation and the Worshipful Company of Cooks

AN AGENDA FOR ACTION

BACKGROUND

- Cooking based on sound principles of diet and nutrition is a basic life skill. However it is, sadly, a life skill which is no longer being acquired either in the home or at school. Helping young people to learn about food and where it comes from, nutrition, and basic cooking skills is imperative if cooking is to be restored to its rightful place, centre stage, of British Cultural Heritage, the quality of family life enhanced, and the health of the nation improved. Based on over 18 years of Chefs Adopt a School work with schools both at primary, secondary and special educational needs, the Academy of Culinary Arts believes that the current provision of food education is woefully inadequate. Consequently, it is determined to see that food education and cookery is substantially overhauled to become an intrinsic part of the national curriculum, with regular delivery from primary levels upwards. Learning about food and cookery are important life skills which every child should acquire - as vital a life skill as learning to read and write.
- The health of the nation, in the widest sense, is in crisis. It is having a serious and detrimental effect on physical health; social health and economic wellbeing. Almost 18% of children aged between 2 and 15 have grown clinically obese in the last decade. If this trend continues one-fifth of boys and one-third of girls will be obese by 2020. Current estimates put the cost of obesity to the whole economy at £3.6bn per year by 2010 as a result of lost output resulting from sickness, absence and premature death. The present cost to the NHS is put at £1bn per annum. Obesity causes around 18 million sick days; leads to 30,000 premature deaths each year in England alone and reduces life expectancy by an average of nine years (National Audit Office (2006) Tackling Obesity in England)
- The Academy of Culinary Arts has recognised that urgent action is required if these trends are to be reversed, and the health of the nation restored. The Academy has also recognised that those with low levels of educational achievement and skills are more likely to have poor health as adults. Increasing education, practical learning and attainment rapidly builds self esteem. It can, in particular, give young people the practical skills and ability to adopt a healthier lifestyle through informed choice and enhance their ability to secure opportunities for well paid and rewarding employment.

RESPONDING TO THE CHALLENGE

- In response to these challenges a major new three part initiative was proposed by the FEAST Task Force under the Chair of Garry Hawkes CBE. **Its aim is to ensure that food education and cookery through practical learning, becomes an integral part of the national curriculum in both primary and secondary schools by 2010.**
- The initiative comprises three separate, but related, pieces of work to be taken forward in stages:

Stage 1: Research - this initial research, led by Hospitality and Leisure Manpower with City University (9 months, June 2007 - March 2008)

Stage 2: Field Pilot - to be led by City University (12 months: September 2007 - October 2008)

Stage 3: Media Campaign - to be led by the Academy of Culinary Arts (18 months)

The aim of Stage 1 has been to:

- identify those key stakeholders who should be involved in this first and subsequent stages of the initiative, in terms of those who can make a positive contribution to the research; those who may well have a part to play in subsequent field trials, and those who in the longer term can best influence policy makers; block policy changes and help bring about the changes to the national curriculum. This has included policy makers; potential delivery partners and funding agencies;
- catalogue, document and update the work which has already been done on the subject, and provide answers to the following five key sets of questions:
 - What are the quantifiable physical, social and economic, benefits to the nation of including food and practical cookery on the national curriculum?
 - what, ideally, might be the content and rationale for the national curriculum at each of Key Stages 1 - 4, highlighting what ideally might best be delivered in school, out of school, or in partnership with industry?
 - what are the resource implications for delivering the proposed curriculum, including the availability of time; teaching and support staff, both in schools and in industry; the training of them; and financial costs?
 - what has been shown not to work, and what examples of innovation and best practice are currently being demonstrated, both in this country and overseas; what difference have they made to young people; the critical factors which underpin their success; and what useful pointers do they provide to how the curriculum might best be resourced and delivered?
 - What potential barriers are there to the resourcing and delivery of the proposed curriculum, what objections might be raised, and how might they best be addressed and overcome?
- Inform subsequent stages of the initiative including the content, work plan, and budget; specify the curriculum content to be proposed, and identify how it might be delivered, including an assessment of the resources needed.

The outcome of this first research stage of the initiative is a written report including case studies; this research was carried out between 1st June 2007 and 31st March 2008.

Work was carried out to identify and review known existing background research on the subject, including: an initial assessment of the quantifiable benefits to the nation and initial drafting of the proposed content for the national curriculum in consultation with the key stakeholders.

Data was gathered via a three part programme of work:

- mailing out survey questionnaires, together with a covering letter, to key stakeholders identified during Phase 1, including a small selected sample of over 500 schools in different parts of the country, including those where examples of best practice are known to exist; potential delivery partners and policy makers. Non-respondents were followed up by phone calls to ensure the return of the survey questionnaires;
- coordinating face to face interviews a minimum of 35 schools where innovative examples of best practice have been identified; up to seven delivery partners who have a contribution to make, and up to five key policy makers who might well support or block future proposals;
- running three focus group discussions with other stakeholders including local authorities and the teaching unions, to seek views, opinions, and ideas which could shape future actions and proposals.

The data was then collected and analysed, with both the desk and the field research pulled together and presented in the FEAST report. The final report, complete with our findings and firm proposals for the future is now published. Here we layout the five key findings from our extensive research.

KEY FINDINGS FROM THE RESEARCH

1. There is substantial enthusiasm amongst many policy makers, teachers and support agencies who wish to see the teaching of food and practical cookery become an integral and regular part of the National Curriculum. Indeed, over 81% of respondents to our questionnaire felt that cookery should be a regular part of the national curriculum at primary level. They see the teaching of cookery achieving a number of objectives. Not only is cooking a basic life skill – an instinct waiting to be developed – which will greatly improve diet, nutrition and well being, but it will also foster a much greater understanding of social and cultural differences amongst local communities.
2. Although there are concerns that the teaching of food education and practical cookery will add to an already overcrowded curriculum, where most things seem to be a priority, the research has identified many practical examples of ways in which this issue is being addressed by teachers who have found ways of linking the teaching of cookery into most subjects. Many see cookery as a powerful vehicle for the cross teaching of other aspects of the curriculum such as numeracy and literacy as well as geography, history, maths, science and languages. Experiential teaching methods are being used by an increasing number of schools. There is now a real opportunity to bring practical cookery onto the curriculum.
3. Whilst many teachers are keen to engage in the teaching of practical cookery, many clearly lack the skills and confidence to do so. A whole generation of “domestic science” teachers has been lost. Current training provision is considered woefully inadequate. This is particularly the case with initial teacher training which commits only one day for the teaching of all food subjects. The training of primary school teachers by those from secondary school is often cited as “the blind leading the blind”.
4. There is no shortage of information about food and cookery. Equally there is no lack of initiatives that have addressed, or are addressing, the teaching of food and cookery in school. The problem appears to be that there have been too many initiatives which have often been short lived, and others which continue to duplicate effort. Teachers find it particularly difficult to access the information they need, and identify the many examples of good practice which exist. A central one-stop-shop clearing house is urgently required to ensure more efficient dissemination of information. A national coordinating group is also needed to avoid the enormous duplication of effort which exists.
5. Many ways have been identified in which the Academy of Culinary Arts can help provide the expertise, support, and resources needed to address the challenges and opportunities now presented. At a local level, the Academy’s highly successful Chefs Adopt a School programme, given the right resources, could be expanded to help train teachers and help deliver the teaching of practical cookery in the classroom. At a national level, there is much the Academy can do, in partnership with the industry’s Best Practice Forum, to establish a central one-stop-shop for the dissemination of information and best practice. Through Chefs Adopt a School, it has been extensively proven that it is eminently possible to teach children about food and cookery without the use of kitchens. While these facilities are preferable wherever possible, much can be taught in the classroom and also on visits to food producers and farms, for example.

SOME NEXT STEPS

- To some extent we can take comfort from the announcement by the Rt Hon Ed Balls MP in January 2008 that, as part of the government's wider strategy to tackle obesity, hands on cookery lessons are to be made compulsory in secondary schools by 2011 for all 11 - 14 year old children. The lobbying and campaigning activities taken forward by FEAST have clearly made a contribution to this change in policy and direction by Government. However, much remains to be done to secure a similar provision for children in Primary Schools. Leaving the teaching of food, nutrition, and cookery until secondary schooling is too late. More needs to be done, and can be done, much earlier at Primary School when future eating habits are first formed. Food education and practical cookery in its own right, at the much earlier stage of Primary education, is essential if young people are to make informed choices at a later stage of their development.
- It is proposed that through the good offices of the Princes' Trust a celebrity with whom young people can identify be found to champion the campaign.
- Work with the National Union of Teachers on a teaching template for a framework and/or modules to cover food education, cookery, eating together and the different cultures that food represents and how it integrates with other subjects in the curriculum.
- Work with the DCSF and the QCA Curriculum Review Group to create a FEAST Unit Credit Award to underpin the delivery of Practical Cooking on the Secondary Curriculum from September 2011 for every 11 - 14 year old, possibly as part of the teaching of Life Skills and Personal Social Health Education: this would also have the potential to become a Unit Credit in the new 14-19 Diploma;
- Work in partnership with the Best Practice Forum to set up a one-stop-shop for the dissemination of information and best practice;
- Draw together the key members of many of the existing and proven work in the field of food education as identified on the Task Force (see Appendix)
- Explore with EDGE the possibility of organising a policy seminar with the DCFS and key stakeholders in the summer of 2009 as part of a consultation to shape the Primary Schools Curriculum, and explore ways in which the Chefs Adopt a School Trust might support its delivery in schools.
- Establish a national coordinating group, under an independent chair, to coordinate future work and avoid the enormous duplication of effort which exists.
- Launch the media campaign

For more information and/or a copy of the FEAST Report, please contact:

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FOOD EDUCATION AT SCHOOLS TODAY

- MEMBERS FOR THE 'TASK FORCE' COMMITTEE -

Chair: Garry Hawkes CBE

Vice Chair: Brian Turner CBE

Members (Current and Proposed):

Roy Ballam	British Nutrition Foundation
David Battersby OBE	Hospitality and Leisure Manpower
Gilly Cliff	Chairman Guild of Food Writers
Michael Coaker/Idris Caldora	Chairman CAAS committee/ Executive Chef CAAS
Anita Cormac	Focus on Food
Bob Cotton OBE	British Hospitality Association
Sir Don Curry	Year of Food and Farming
Louise Davies	DATA
Sheila Dillon	BBC Food Programme
Anton Edelmann	
Fiona Hamilton Fairley	Kids Catering School
Professor David Foskett MBE	Thames Valley University
Judy Hargadon	Schools Food Trust
Joe Harvey	Health Education Trust
Dame Deirdre Hutton	Food Standards Agency
Sara Jayne Stanes OBE	Academy of Culinary Arts
Professor Tim Lang	City University: Centre for Food Policy
Prue Leith OBE	Schools Food Trust
Malcolm Lothian	Head Teacher, St. George's Primary
Peter Melchett	Soil Association
Piers Pottinger	Bell Pottinger for the Campaign
Jeanette Orrey	Champion of Dinner Ladies
Bev Puxley	Worshipful Company of Cooks
Karen Robinson	National Union of Teachers
Sir James Rose	Chairman, Primary Curriculum Review
Diane Sanderson	Women's Institute
Julia Sibley	Savoy Educational Trust
Caroline Stacey	Journalist: The Times
Janey Sutherland	President Guild of Food Writers
Anita Tull	Kensington College
Richard Watts	Sustain: Children's Food Campaign
AN Other Primary Teacher	

Sara Jayne Stanes OBE

David Battersby June 2008

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