

Good Food Nation Measures

5. The vision articulated in this ‘Good Food Nation’ consultation, with its focus on ‘People, Planet and Prosperity’ is welcome. Wherever possible, targets and indicators should incorporate social, ecological and economic elements for each outcome.

We would like to suggest the inclusion of additional and/or reworded Targets as follows:

Outcome 4:

- Inclusion of a target to link with the Scottish Government’s Climate Emergency Skills Action Plan.
- Inclusion of target linked to the Land-Based Learning Review to help deliver a just transition to net-zero by ensuring the learning system equips people with the skills and knowledge both they and the food industry require.

Outcome 5:

- Inclusion of a target to align this with the ambitions of the Scottish Government’s ‘Target 2030: a movement for people, planet and prosperity’ Learning for Sustainability Action Plan. (<https://education.gov.scot/resources/target-2030-a-call-to-action/>) This tasks Scotland’s education system to ‘... build an ‘inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030.’

Delivered through the four elements of Culture, Campus, Curriculum and Community, this is defined as:

‘A Sustainable Learning Setting is about every aspect of the learning context. It is about what and how students learn, how the setting manages its physical environment and resources, how staff and learners relate to each other, how they work with their local community and how they reach out to

the wider world. In a Sustainable Learning Setting staff will be supported to build their confidence, develop their practice and access training and support. Learning, teaching and assessment will provide rich learning opportunities for children and young people; opportunities that are rooted in real life, with access to interdisciplinary and work-based learning which prepares learners for the future. Improvements to buildings and grounds and links to the wider community will also flow from this whole-setting approach.’

The ambitions of Good Food Nation offer significant potential to enhance this vision; particularly with regarding to school meal procurement; co-creating food-related activity with the community and businesses around the setting; creating a culture where teaching and non-teaching staff share skills and learning regarding good food; and incorporating ‘good food’ and its many social, economic, ecological, political and cultural themes as a ‘lens’ through which to deliver meaningful and relevant interdisciplinary and transitional learning opportunities across the curriculum for learners of all ages.

Outcome 6

- Inclusion of targets relating to the social and economic aspects of food system transformation; such as a commitment to fair work practices across the supply chain.

7 What other indicators, if any, would you like to see included?

Outcome 2:

- Inclusion of an indicator relating to reduced antibiotic use in animal farming.

Outcome 5:

Reword the first indicator to read:

‘Funding committed to food education and community food projects that develop and enhance:

- the confidence, knowledge and understanding of all age groups with regard to the social, cultural, ecological and economic opportunities and implications of their food choices;
- the practical skills necessary to prepare and enjoy healthy, sustainable meals.'

Life in a Good Food Nation

9 Does this reflect what you think life should look like for a child in Scotland as a Good Food Nation?

We suggest rewording this to:

As a child/young person in a Good Food Nation:

- I have access to healthy and nutritious food that is appropriate for my age and developmental stage
- Eating and enjoying a healthy diet is the norm for me
- I have the opportunity to participate in a variety of food-related educational experiences on a regular basis; and I am aware of the wide range of good food-related careers available to me.
- I have the skills, knowledge and confidence to prepare and enjoy healthy, nutritious meals using ingredients that are good for me, my local economy and the environment.
- I will never experience hunger.
- I understand where the food I eat comes from.

10 Does this reflect what you would like your life to look like, as a parent / carer in a Good Food Nation?

We suggest rewording this to:

- I have the skills, knowledge and confidence to prepare and enjoy healthy meals, with minimal food waste, for those in my care using ingredients that are good for me, my local economy and the environment.
- I know where to go for support should I experience difficulties that prevent me from purchasing food or preparing hot food at home
- I am confident that childcare settings and schools are providing healthy, nutritious, sustainably-sourced and culturally-appropriate food and that they are educating children and young people about the food system and the cultural, social, economic and environmental impacts of the food choices they make.
- If I am pregnant I know where to go for support and can make fully-informed choices on how to feed myself and my baby.

12 Does this reflect what you would like your life to look like, as a public caterer in a Good Food Nation?

We suggest rewording this to:

- I procure healthy, fresh, in-season, nutritious, and wherever possible, locally and sustainably-sourced, food to meet the needs of the people using my services
- I recognise the role that food can play in strengthening community ties.
- I promote and provide healthy, enjoyable, and sustainable options as the norm on my menus
- My procurement choices help to support a variety of producers; including local producers wherever possible
- I have reduced avoidable food waste as much as possible, and I ensure that unavoidable food waste is disposed of in a sustainable manner.

13 Does this reflect what you would like your life to look like, as a retailer in a Good Food Nation?

We suggest rewording this to:

- As an employer, I meet Fair Work First criteria. I ensure that all procurement contracts I enter into are fair and equitable for producers
- I create a store environment that makes healthy, nutritious, and sustainably-sourced options affordable and appealing for everyone. I help consumers to better understand the nutritional quality and provenance of the food I sell
- Decisions I make in store and through procurement help Scotland to achieve its net-zero ambitions, for example by minimising food waste and sourcing food from environmentally-friendly producers
- I actively play an important role in supporting a stronger local food economy and increasing food security in Scotland.

14 Does this reflect what you would like your life to look like, as a restaurant owner in a Good Food Nation?:

We suggest rewording this to:

- I celebrate fresh, seasonal, sustainably-sourced produce and integrate it into my menu. I have an active role in supporting my local food economy
- I share my passion for good food with my customers so that they become more informed about its provenance, how it's prepared and its nutritional value
- As an employer, I meet Fair Work First criteria. I create a rewarding work environment for my employees
- I am creative with my menu. This can help me to minimise food waste for the benefit of my business, people, and the environment.

15 Does this reflect what you would like your life to look like, as a farmer / crofter in a Good Food Nation?

We suggest rewording this to:

- I feel that my work is respected and that I am able to get a fair price for my produce. I can easily sell my produce locally should I wish to do so
- My farming and land management practices reduce my environmental impact, increase biodiversity and ensure high animal welfare standards on my farm or croft
- I benefit from and enable a fair and safe working environment
- I benefit from a variety of support, including training and advice, to help me run a successful and sustainable farm or croft
- I help to build resilient supply chains and contribute to food security in Scotland.
- I have the support in place to share the journey of my produce from gate to plate should I wish to do so.

17 Does this reflect what you would like your life to look like, as a food processor in a Good Food Nation?

We suggest rewording this to:

- I work with producers, wholesalers, retailers and out-of-home food providers to ensure resilience and the procurement of sustainably-sourced produce along the whole supply chain while meeting demand and minimising waste
- I make my products healthier and more sustainable, using fresh, seasonal and locally-sourced ingredients where possible, and can access support to do this.
- I invest in and develop my workforce, ensuring they can enjoy opportunities to enhance their skills whilst benefiting from a safe working environment

- I play an active role in contributing to the important role that the food and drink sector has in Scotland’s economy.

Further comments on the national Good Food Nation Plan

We respond on behalf of Learning for Sustainability Scotland (LfSS); Scotland’s United Nations University-recognised Regional Centre of Expertise on Education for Sustainable Development (ESD).

LfSS is an open, pan-sectoral membership network of more than 1,000 organisations and individuals working to harness the full potential of learning to create a flourishing, sustainable world.

(<http://learningforsustainabilityscotland.org>). Our response is informed by a synthesis of inputs from a range of participants at a facilitated online ‘Learning for Sustainability and Youth work’ discussion forum for members of our network, organised by LfSS in partnership with Nourish Scotland on 20 March 2024.

If appropriate, we would be pleased to work in partnership to support the integration of Learning for Sustainability within this proposed strategy.

We would also like to include an additional 'Snapshot' as follows:

As an educator in a Good Food Nation:

- I play an active role in collaborating with colleagues to ensure that ‘good food’ becomes a key aspect of our day-to-day activity; particularly with regard to our commitment to a whole-setting approach to Learning for Sustainability as outlined in ‘Target 2030; a vision for people, planet and prosperity’; Scotland’s Learning for Sustainability Action Plan. We will do this by making good food a key element of the ‘Four Cs’ outlined in the Action Plan, namely:
 - Culture: I work with teaching and non-teaching colleagues, learners and our wider community to share skills and knowledge about the social, cultural, economic, and environmental opportunities of ‘good food’ in and around our setting.
 - Curriculum: I actively use the theme of ‘good food’ to add meaning and relevance to my practice where appropriate: including reference to the social, cultural, economic, environmental and political implications of food production/consumption and food choices.
 - Campus: My setting actively works to procure and use food that is good for us, our local economy, and the environment in our meals and learning. We use our setting’s estate as a place to produce and learn about good food.
 - Community: My setting uses the theme of ‘good food’ to build inter-generational and cultural connections with our immediate community. We also use ‘good food’ as a way of connecting with national and global learning communities and enhancing our understanding of our rights and responsibilities as global citizens.

Part B: Consultation on specified functions for the national Good Food Nation Plan

19 Please let us know if we have missed any function falling within a specified description or relevant specified functions in the list

All Outcomes should, where relevant, include reference to:

- o Circular Economy
- o Land Reform
- o Community empowerment
- o Wellbeing and Sustainable Development Bill (<https://www.parliament.scot/bills-and-laws/proposals-for-bills/proposed-wellbeing-and-sustainable-development-scotland-bill>)
- o UN Convention on the Rights of the Child (United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill – Bills (proposed laws) – Scottish Parliament | Scottish Parliament Website)
- o Transport policy

o Tackling poverty and inequality

Outcome 5 in particular should include reference to:

o Learning and attainment (including the National Improvement Framework (<https://www.gov.scot/publications/education-national-improvement-framework-improvement-plan-2024/>) and Learning for Sustainability Action Plan "Target 2030" A movement for people, planet and prosperity: Scotland's Learning for Sustainability Action Plan 2023-2030 (www.gov.scot))

o Climate Emergency Skills Action Plan ([climate-emergency-skills-action-plan-2020-2025.pdf](https://www.skillsdevelopmentscotland.co.uk) (skillsdevelopmentscotland.co.uk))

o The Land-based Learning Review (<https://www.gov.scot/publications/commission-land-based-learning-review-report-scottish-ministers/>)

o 'Getting it Right for Every Child': (<https://www.gov.scot/policies/girfec/>)

20 Why do you think this specified function / function falling within a specified description should be added?

Regarding Outcome 5:

These five strategies/policies/reviews provide an overview of some of the key 'drivers' and recommendations relating to education for learners of all ages (but with a focus on those aged 3-18), and/or those who interact with children and young people.

The newly-refreshed Learning for Sustainability (LFS) Action Plan in particular provides a timely opportunity to make 'good food' part of the lived experience and daily learning of all learners aged 3-18; due to its twin ambitions of realising the national 'entitlement' to LFS for learners and supporting all 3-18 learning settings to become 'Sustainable Learning Settings' by 2030.

Learning for Sustainability (LFS) is "a cross-curricular approach which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole-school and community approach to LFS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences" (Scottish Government 2023).

LFS is a national priority for education, an entitlement for all 3-18 yrs learners in Scotland and thus an underpinning theme in the current HMIE 'How Good is Our School 4' self-evaluation framework.

"A 'Sustainable Learning Setting' is about every aspect of the learning context: what and how students learn; how the setting manages its physical environment and resources; how staff and learners relate to each other; how they work with their local community, and how they reach out to the wider world. In a Sustainable Learning Setting staff will be supported to build their confidence, develop their practice and access training and support. The ethos and culture will promote action and embed LFS in the life of the setting and the curriculum. Learning, teaching and assessment will provide rich learning opportunities for children and young people; opportunities that are rooted in real life, with access to interdisciplinary and work-based learning preparing learners for the future. Improvements to buildings and grounds and links to the wider community will also flow from this whole-setting approach."

page 8 <https://www.gov.scot/publications/target-2030-movement-people-planet-prosperity/>

Learning for Sustainability Scotland

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