

STUDENT EATS FOOD ENTERPRISE

—
IMPACT REPORT

2015-2021



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM

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Acknowledgements - thanks to students, their customers, supporting staff and our partners

The Student Eats Food Enterprise programme has thrived because of the dedication, commitment and passion of those involved. The network that's developed will have a lasting legacy and the project delivery team have been continually inspired by the individuals and organisations we've met on this enterprise journey.

Firstly, thank you to the Our Bright Future team and the National Lottery Community Fund for giving us the opportunity to run the Student Eats enterprise programme, and for the supportive community of projects and stakeholders built over the course of the programme. We are indebted to our wonderful partners The Soil Association and Sustain: the alliance for better food and farming for their contribution throughout the project in both delivery but also in being brilliant critical friends, allowing us to develop and shape the programme and achieve change. Thanks also go to members of our steering group and to those who advised us along the way, thanks for giving us support and for pushing us to strive for better.

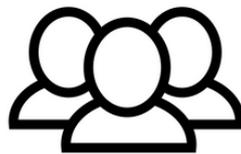
Thank you also to all the brilliant staff at colleges, students' unions and universities who have supported their students to achieve excellence. Finally, we'd like to say a particular thank you to all the students who have changed the food landscapes of their campuses and empowered others to make sustainable food choices, and who in turn have inspired us at SOS-UK to look at systemic food and farming issues affecting the education sector.

SUMMARY

STUDENT EATS SUSTAINABLE FOOD SOCIAL ENTERPRISES, RUNNING ACROSS THE UK HAVE TOGETHER...



Sold over
£150,000 of
sustainable
food



Enabled over 3000
young people to
develop and improve a
range of skills



Diverted over
11 tonnes of
food from
landfill



Volunteered
more than
37,000 hours



Reported shifts of around
30% towards more
positive sustainable food
behaviour



Created or
improved 58
food growing
sites

INTRODUCTION

ABOUT STUDENT EATS

Student Eats Food Enterprise programme is one of 31 projects funded through the £33 million Our Bright Future portfolio managed by Royal Society of Wildlife Trusts on behalf of the National Lottery Community Fund (previously Big Lottery Fund). This enterprise work has formed a significant part of Students Organising for Sustainability-UK's (SOS-UK) work on food and farming, which aims to increase the availability of sustainable food on campuses, and support students to play a leading role in achieving this. SOS-UK is a student-led education charity focusing on sustainability, formed in 2019 by students and staff at the National Union of Students UK (NUS). Whilst now a separate organisation, we continue to work closely with NUS and across the student movement, facilitating, encouraging and mentoring people wherever they are on their journey in sustainability.

Our sustainable food work began in 2012 through the establishment of student led community gardens, supported by their institutions and their students' unions. In addition to growing fruit, vegetables and herbs on campuses, students engaged in a wide range of activities (e.g. organised cultural themed cooking events), improved the biodiversity on their growing sites and connected with community groups locally. To maintain their activities some formed enterprises selling fresh produce or processing some of the food grown into meals and preserves. The funding from Our Bright Future has enabled us, and our partners, to amplify this opportunity allowing students across the UK to develop grassroots sustainable food social enterprises whether they grow food or not.

WHY FOOD?

When it comes to the climate emergency and the nature crisis we can't ignore food. How and what we farm, fish, eat and dispose of are some of the biggest contributors to climate change and the loss of nature.



CREDIT: This is Our Jam, Growhampton

Industrial animal farming (also known as factory or intensive farming), unsustainable fishing, plants grown in intensive monocultures and overly processed food have created an unsustainable and unequitable food system that is not only having a negative impact on the climate and nature, but also on animal welfare, farm workers, local communities and our health.

Looking across the student population, student demand for sustainable food is clear. Our own research into students' eating and shopping habits prior to the initiation of the programme (completed in 2014, with over 2500 students in higher education in the UK) found that over half of respondents said they would be willing to change their food purchasing habits if they knew more about how the food they buy affects the environment. Furthermore, when asking students about their aspirations for purchasing certain types of food, buying locally grown food was found to be an area of interest for respondents, with 21% already buying it and wanting to buy more and 22% already buying it but finding it hard to keep it up. When asked about food on their campuses, 23% said they definitely wanted to buy food grown on campus.

From our evaluative work, we know that establishing and running these enterprises gives students valuable employability skills, such as team working, communication, business planning, marketing and sustainability. Participating in these reconnects students to the food they eat, improves personal wellbeing and creates a sense of achievement.

PROJECT PARTNERS

The Food Enterprise programme has been supported by formal partnerships with [Sustain](#): the alliance for better food and farming (from now referred to as Sustain) and [The Soil Association](#)

Sustain is an alliance of organisations and communities working together to advocate for food and agriculture policies and practices that enhance the health and welfare of people and animals, improve the working and living environment, enrich society and culture and promote equity. Sustain have provided training and advice to support students taking part in Student Eats Food Enterprises to establish successful food buying groups, veg bag schemes and preserve making groups.

The Soil Association campaigns for organic food and farming, helping set up many farmers' markets in different contexts and connecting communities with local producers. The Soil Association also runs the Food for Life catering mark, and a certification scheme for organic producers, in addition to several national campaigns. The Soil Association have provided training and advice to students setting up and running farmer's markets on campuses.

Both partner organisations have provided invaluable support to SOS-UK in the overall delivery of the programme through participation in the steering group and through participation in events, communications and evaluation activities throughout the duration of the funding.



CREDIT: This is Our Jam, Growhampton

AIMS, OBJECTIVES AND OUTCOMES

The overarching aim of the Student Eats Food Enterprise programme has been to increase the availability of sustainable food on campuses, and to enable students to play a leading role in achieving this.

Our objectives, designed to enable achievement of our aim, were to deliver a programme of funding, training and ongoing support to students to create sustainable food social enterprises on their campuses and within their communities.

The programme activities delivered over the five years of funding were designed to achieve the following outcomes and targets:

TABLE 1 | PROGRAMME OUTCOMES AND TARGETS

OUTCOME	TARGET
Establishment of new student-led sustainable food social enterprises	<ul style="list-style-type: none"> • 65 food co-ops, farmers markets, veg bag schemes, preserve making groups, other small food enterprises are established • 7 larger enterprises are developed from within this group
Improved understanding of sustainable food issues	Increases of between 5 and 7% in pro-environmental behaviour are reported
Improved employability skills amongst young people delivering sustainable food enterprises	Improved employability skills of 2,500 young people
Sustainable food is traded through student led-enterprises	More than £150,000 of sustainable food traded
Surplus food is diverted from landfill	More than 10 tonnes surplus food is diverted from landfill

HOW THE PROJECT WORKED

For students, participation in the programme began with an application for funding for a sustainable food social enterprise 'start up', available at multiple points during the first three years of the project. Students wishing to start up a zero waste shop were eligible for funding of £3000 and, funding of £1000 was available to all other enterprise types. The applications were designed to resemble a simple business plan to help ensure the success of the enterprises; they required evidence of student leadership, staff support, the sale of sustainably produced food, and that they would operate as a social enterprise with any profits being reinvested or contributing to positive environmental or social impacts. In 2018, the 'start up' enterprises were also invited to apply for further funding to expand their activities with 7 enterprises being awarded £5000 to £17,000 to 'scale up'.

Following a successful application, each enterprise was provided with an in-person 3 hour training session covering the key aspects involved in establishing a food enterprise. Ongoing support was then provided to each enterprise, including 121 phone calls (where needed), in addition to a closed Facebook enterprise network group and free places at the annual Student Eats conference. Enterprises were considered successful once they had traded at least once.



CREDIT: FetchURVeg, King's College London

“We've just received access to SO much information, and having been to the training and knowing we're able to approach you with questions about absolutely anything, and knowing that Student Eats are on our side.”
Student volunteer

The enterprises were established in both Further and Higher Education, and the training, conference sessions, direct support and materials provided by the Student Eats enterprise programme were tailored to engage this diverse audience.

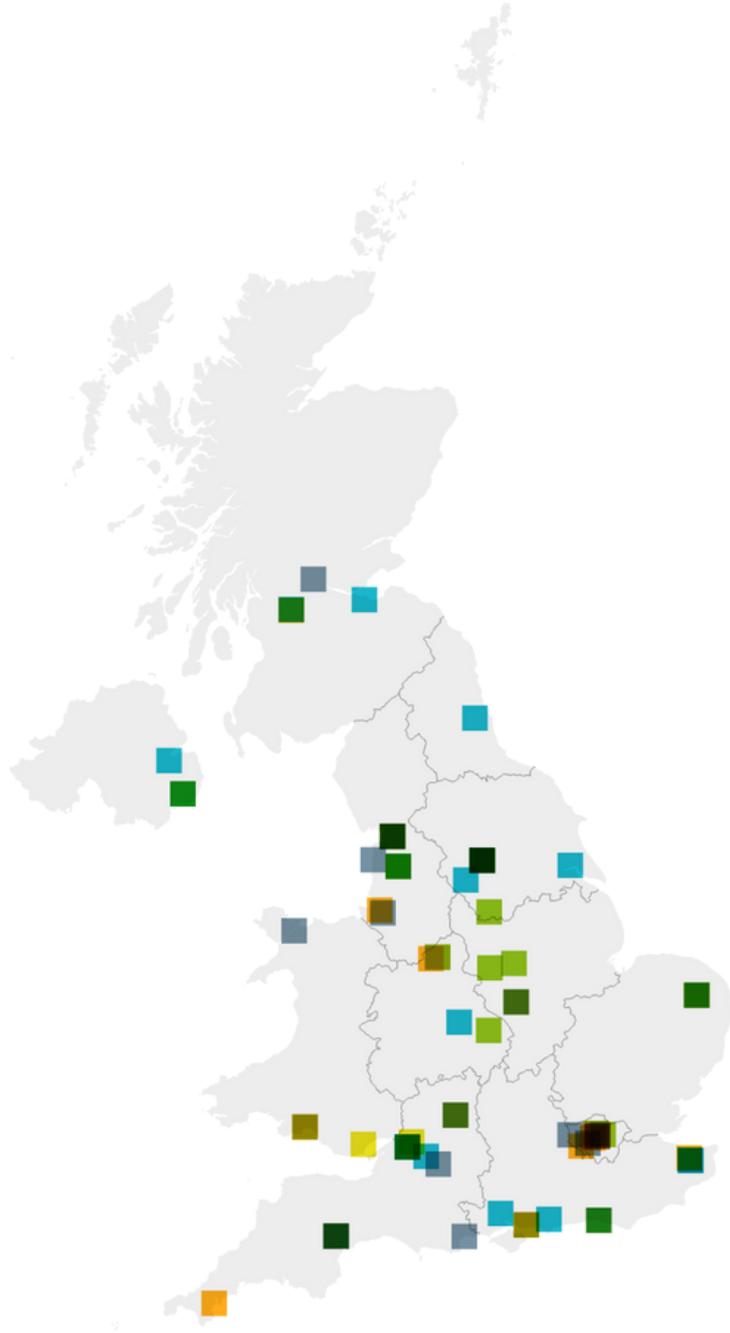
The enterprises can be broadly split into the following categories:

- **Farmers' markets:** The farmers' markets were supported by our partners the Soil Association, drawing on their previous experience of establishing such enterprises in schools. The markets ranged in size from a few stalls to much larger events, allowing students to engage with local food producers.

- Food coops: These comprised food buying groups whereby students bought dried wholefoods in bulk to sell on pop up stalls, as well as vegetable bag/box schemes selling local farm produce. Some enterprises combined these to offer a wider variety of sustainable healthy food for students. The food co-ops were supported by our partner Sustain.
- Food preserving enterprises: The products produced by these enterprises ranged from jams, chutneys and sauces, to juices, cordials, and teas. Some used campus grown produce, some surplus food and others responsibly foraged for ingredients. Preserving enterprises were supported by our partner Sustain.
- §Other types of food enterprises: This open category consisted of any enterprises which didn't fit neatly into the other categories. Students developed a wide range of business ideas from Pay as You Feel Café's and making soups or smoothies using surplus food, to growing salad leaves to sell to campus catering outlets.
- §Zero waste shops: The zero waste shops came later in our enterprise programme, with the last opportunity to apply being in 2020. This category was modelled on Keele University's 'Weigh to Go' enterprise which brought students and staff together in a bid to reduce plastic usage and to provide sustainable affordable food through establishing a zero-waste section in their students' union shop. These ventures have differed from our other categories due to their inclusion in the commercial operations of their students' union. Despite this, student leadership was maintained with students deciding what is sold, how the profits are spent, and took a lead on marketing and communications for the zero waste shop/area.
- Scale up enterprises: From our initial start-up enterprises, 8 - with 6 continuing until the end of the funding period - were chosen to become scale up enterprises. These groups were given additional funding and support. The programme brought these scale-up enterprises together twice a year, with each support event being held at a participating enterprises' campus until the COVID-19 pandemic forced a move to online training. These days were aimed at upskilling staff and students, whilst also developing a cohesive network that would continue past the funding period. In addition, individual support was pro-actively given to the scale ups with 121 calls undertaken every 2-4 weeks. This more in-depth approach kept enterprises afloat through very difficult times.

The Student Eats Food Enterprises

■ Farmers market ■ Food buying group ■ Food preserving group ■ Open category (other) ■ Open category (zero waste)



METHODS

An array of tools and techniques were developed and used across the different elements of the programme in order to gather data on the outcomes and impacts, outlined in table 2 below. SOS-UK managed the delivery of the programme evaluation but were supported in data collection by partners Sustain and The Soil Association, and also by student volunteers themselves in order to access their local audience e.g. fellow volunteers, customers and suppliers.

Impact officer - student volunteer role

A key part of the evaluation activities has been to support student volunteers in monitoring the achievements of their enterprises, as well as being able to feed local data from each enterprise into the central Student Eats programme level evaluation. To engage student volunteers in supporting the delivery of these activities, groups were recommended to develop an 'Impact officer' role within their volunteer teams. The main activities associated with the role included:

- Feeding in to the development of materials used to gather information
- Helping gather, collate and analyse feedback from volunteers, suppliers and customers which tracks the achievements and impacts of their enterprise
- Communicating with staff teams at SOS-UK and its partners (the Soil Association and Sustain)

Students who volunteered in these positions took part in training webinars on monitoring and evaluation activities associated with the type of enterprise they were volunteering in. Checklists were also provided to support student impact officers on an ongoing basis.

Limitations

The delivery of the evaluation programme encountered issues with recruitment in a few key areas.

There was particular difficulty in encouraging completion of the post-participation (follow-up) research. The remote nature of delivery, with most contact between project staff and student volunteers occurring either online or via telephone, made recruitment to the surveys and focus groups difficult. Whilst the pre-participation (baseline) survey could sometimes be delivered during face to face training as a defined task during the session, no similar opportunities existed at the time of the follow-up research. Additionally, whilst existing volunteers were asked to encourage any new volunteers to complete the baseline survey if they joined after the enterprise started up, this also proved difficult to achieve. Participation was therefore a little reliant on good will! Issues with recruitment were also experienced in relation to the focus groups, planned to take place alongside the follow-up survey to gather qualitative details of students' experiences. Recruiting from a relatively small pool of volunteers who were willing to take part meant it was difficult to recruit for a full group. As a result, individual interviews were carried out instead.

Multiple approaches were taken to encourage participation, including offering incentives (e.g. vouchers for ethical online shops), communicating via direct email, phone and WhatsApp message, via the Student Eats Enterprises Facebook group, via students' union staff members and via student volunteer impact officers. Where focus groups were delivered, these were scheduled alongside other face-to-face events such as the annual Student Eats Conference, however recruitment remained difficult to achieve despite these actions.

A more general difficulty, and something that is common to many student-led projects, was student turnover, with students not completing a full academic year's participation meaning they were not available to complete the follow-up survey.

An alternative approach to be considered for future projects is to schedule annual evaluation meetings, carried out face to face, incorporating elements of annual reporting and evaluation research.

Another change to planned delivery has been in relation to the national tracker survey, which was designed as a resource for enterprises, capturing insight into student attitudes and behaviours linked to food and sustainability across the UK. Whilst this was planned as an annual survey, changes in ownership and access to the NUS Extra / TOTUM student cardholder basis (used as the survey sample population) and securing of funding for an in-depth research project into sustainable food on UK campuses led to a change in schedule for this survey.

TABLE 2 | EVALUATION METHODS

AUDIENCE	METHOD	DATA COLLECTED	WHEN AND HOW COLLECTED
Food enterprise student volunteers	Volunteer pre-participation survey	<ul style="list-style-type: none"> • Attitudes and behaviours towards food and sustainability • Employability skills • Skills for sustainability 	Completed in person during initial training sessions delivered by project team and partners.
	Volunteer post-participation survey	<ul style="list-style-type: none"> • Attitudes and behaviours towards food and sustainability • Employability skills • Skills for sustainability • Reflections on participation in Student Eats 	At the end of each academic year. Survey was circulated via email to volunteers who completed the pre-participation survey alongside general communications from Student Eats e.g. Facebook group.
	Focus groups/interviews	<ul style="list-style-type: none"> • Experiences of involvement in Student Eats • Benefits and drawbacks of participation • Reflections on delivery of Student Eats 	Delivered on three occasions throughout the funding period (add dates). Final focus groups delivered as interviews.
Food enterprise customers	Farmer's market customer survey	<ul style="list-style-type: none"> • Feedback on market • Influence on attitudes and behaviours around sustainable food 	Circulated by student volunteers to their customers e.g. during markets, or at collection or purchase points.
	Food group customer survey	<ul style="list-style-type: none"> • Feedback on food group • Influence on attitudes and behaviours around sustainable food 	
	Open category (e.g. venues or food production) customer survey	<ul style="list-style-type: none"> • Feedback on enterprise • Influence on attitudes and behaviours around sustainable food 	
Food enterprise suppliers	Farmer's market suppliers survey	<ul style="list-style-type: none"> • Feedback on market • Experiences of engaging customers on sustainable food 	Circulated by student volunteers to their suppliers.

TABLE 2 | EVALUATION METHODS

AUDIENCE	METHOD	DATA COLLECTED	WHEN AND HOW COLLECTED
Food enterprises	Quarterly reports		Completed by student volunteers or students' union staff on a quarterly basis and submitted to SOS-UK project team.
	Annual reports		
	Food surplus tracker	<ul style="list-style-type: none"> • Weight of surplus food diverted from landfill (or estimate of volume) • Types of foods 'rescued' 	
UK student population	Sustainable food tracker survey	<ul style="list-style-type: none"> • General food consumption behaviours • Attitudes to and awareness of sustainable food • Barriers to consumption of sustainable food • Experiences of food poverty 	Circulated to UK student population to provide insight to food enterprises and allow comparison between volunteer groups and UK student population in general.

FINDINGS

This section summarises the key findings from our monitoring and evaluation activities across each of the five outcomes the programme was designed to influence.

ESTABLISH NEW STUDENT-LED SUSTAINABLE FOOD SUSTAINABLE ENTERPRISES

A total of 65 new student-led sustainable food social enterprises have been created and successfully traded during the course of the funding from 2017 to 2021. A further 13 enterprises received start-up training and support but did not advance to the stage of trading. Table 3 below outlines the different types of enterprise that have been set up by student volunteers.

TABLE 3 | TRADING STUDENT-LED SUSTAINABLE FOOD SOCIAL ENTERPRISES

TYPE OF ENTERPRISE	NUMBER OF ENTERPRISES
Farmers' markets	15
Food co-ops (e.g. wholefood buying groups, veg boxes)	12
Food preserving groups	10
Other types of food enterprise (e.g. food made from surplus)	16
Zero waste enterprises	5
Scale-up enterprises	7
TOTAL	65



CREDIT: Beet Box, FXU

For the remaining sections of this report figures from the scale up enterprises have been included through their original start up categories. These are as follows;

- Food Co-ops - Penryn Produce (Falmouth and Exeter Students' Union) and Edible campus (Lancaster University)
- Food preserving enterprises - This is Our Jam (Roehampton University) and The Apple Project (Wiltshire College)
- Other types of food enterprise - EcoSoup (Leeds Beckett University) LUU Leaves (Leeds University) and SCRAN (University of Central Lancashire)

During the 5 years of funding, 31 of these enterprises ceased trading. Reasons behind these enterprises discontinuing their activities include:

- Student turnover - The nature of colleges and universities means a huge turnover of students annually, some enterprises found that as their key members graduated they had no new students willing to take over the enterprise to the commitment level of previous volunteers.
- Volunteer recruitment - In addition to turnover of key students, projects also reflected that wider recruitment had sometimes been a barrier with the successful running of an enterprise requiring more volunteer time than was available.
- Staff turnover - either through members of staff leaving or posts being made redundant. Where enterprises were supported by staff members whose assistance was not part of their core job role a turnover in staff could lead to a decrease, or cessation, of support.
- Structural barriers - this was particularly felt by the Farmers' Markets where local market licencing regulations - which varied significantly from place to place - made running the events costly and prevented many from continuing. For colleges, the high amount of staff time required to support learners made them vulnerable to structural changes in funding and some of the preserving enterprises also found challenges when trying to access suitable kitchen space.
- Covid-19 pandemic - with campuses being closed for over a year, and the move to online learning causing fatigue, enterprises struggled to maintain engagement with members and recruit new volunteers. In many cases institutions and students' unions were strictly prohibiting or limiting any student engagement activities on campus and their own commercial outlets were closed. This had a particularly big impact on the Zero Waste shops that are part of these students' union shops.
- Shift of focus - a few groups found they didn't need to rely on making money to sustain their activities and so dropped the social enterprise aspect of their project or campaign but remained as active student societies.
- Difficulties in trading - some enterprises were reluctant to do much market research and found their products/produce hard to sell so decided to cease trading rather than explore other avenues or develop their products/produce further.
- Meeting the Student Eats enterprise programme criteria - for some enterprises the focus on sustainability or student leadership wasn't as strong. Despite ongoing support and encouragement from the Student Eats team, some enterprises withdrew from the programme because they wanted to sell products/produce that didn't meet the programme's sustainability requirements or because they wanted to be staff, rather than student, led.

TARGET	ACHIEVEMENT
<ul style="list-style-type: none"> • 65 food co-ops, farmers markets, veg bag schemes, preserve making groups, other small food enterprises are established. • 7 larger enterprises are developed from within this group, also referred to as scale up enterprises 	<p>A total of 65 food enterprises were established and successfully traded through the funding programme, including 7 larger enterprises who received scale-up funding.</p>

IMPROVED UNDERSTANDING OF SUSTAINABLE FOOD ISSUES RESULTS IN INCREASED PRO-ENVIRONMENTAL BEHAVIOUR

Through research conducted throughout the funding period, the changes in understanding of and behaviours related to sustainable food issues were tracked amongst a range of different audiences involved in the programme. This section outlines some of the changes recorded according to each audience.

STUDENT ENTERPRISE VOLUNTEERS

As outlined previously, student volunteers were asked to complete a baseline survey at the start of their involvement in their enterprise and were also sent 'follow-up' surveys at the end of each academic year to track changes in sustainable food understanding and behaviour. 373 volunteers completed the baseline survey, with 55 completing the follow-up. The follow-up responses have been analysed as a whole and compared against the baseline responses as a whole due to difficulties in matching pre- and post-participation responses on an individual basis. Due to sample sizes and discrepancies in samples, the differences reported have not been statistically tested and should be seen as indicative of change.

The following indicator statements show changes in behaviour around purchasing of sustainable food, including instances of already highly positive attitudes and behaviours improving further.



CREDIT: SCRAN, University of Central Lancashire

	BASELINE / PRE-PARTICIPATION	FOLLOW-UP / POST-PARTICIPATION
What factors do you take into consideration when buying food? <ul style="list-style-type: none"> • Environmental impact of producing the food • Where the food is grown / produced • Whether the food has been produced ethically 	38% 39% 38%	71% 69% 62%
Which, if any, of these do you make a conscious effort to buy? <ul style="list-style-type: none"> • Fairtrade products • Fish from sustainable sources (e.g. Marine Stewardship Council certified) • Red tractor meat • Freedom food • Locally produced or grown food products • Food that is in season in the UK • Organically produced or grown food products 	56% 24% 11% 10% 47% 49% 39%	76% 31% 22% 6% 80% 80% 56%

These results show shifts of around 30% towards greater consideration of ethical and environmental impacts of food production when buying food. There are also positive shifts ranging from c.10-30% in relation to making a conscious effort to purchase food that is environmentally and/or ethically accredited.

Amongst the student volunteers, changes in understanding and awareness can be demonstrated by the following indicator statements:

	BASELINE / PRE-PARTICIPATION	FOLLOW-UP / POST-PARTICIPATION
“It’s better for the environment to eat local fruit and vegetables grown in season” (Strongly agree and agree)	90%	98%
“Where possible I try to support British producers.” (Strongly agree and agree)	71%	93%
“I have a good understanding of the issues surrounding buying local / seasonal produce.” (Strongly agree and agree)	66%	85%
“I think it’s important that animals bred for food are treated as humanely as possible.” (Strongly agree and agree)	88%	93%

	BASELINE / PRE-PARTICIPATION	FOLLOW-UP / POST-PARTICIPATION
<p>If I had a better understanding of the environmental impacts of how food is produced...</p> <ul style="list-style-type: none"> • “I would still buy the food I usually buy.” • “I would be willing to make changes to the food I buy to reduce my impact on the environment” • “I already make changes to the food I buy to reduce my impact on the environment.” • “I already make changes to the food I buy to reduce my impact on the environment and I’d like to do more.” • “I would be willing to take action such as growing my own food.” 	<p>8% 38%</p> <p>6% 31%</p> <p>11%</p>	<p>7% 13%</p> <p>11% 56%</p> <p>15%</p>
<p>“I know how to use my knowledge of sustainability to make changes to my day to day life.” (Strongly agree and agree)</p>	<p>76%</p>	<p>91%</p>

Reflections from student volunteer interviews and focus groups include:

“I have learnt more about different foods and what is suitable for preserving. ‘The art of preserving food’ you could call it.”
Student volunteer

“I have learned different things to cook and bake, for example, I have learned much about differences as sustainability topics, like what is possible to do.”
Student volunteer

“Learning new things, appreciating the soil and climate more, being aware of water use and CO2 emissions from food I’d usually buy.”
Student volunteer

“So the things that I’ve learned from the project has kind of influenced me personally. So I do care more about the things that I buy, and I’m more conscious about the food, the labelling on the food, so best before you buy that kind of thing.”
Student volunteer

“I wanted to protect the environment, but I didn’t think about food necessarily being one of the ways that that was having the most impact and, and then through university, I realised, ‘Oh, wait, like, I’m in a conservation degree, and most of our land now is used in agriculture’. So there’s got to be a way of making agriculture and conservation become more linked, because you see conservation being almost separate from agriculture, and you have these areas of conservation. But for me, then I suddenly was like, ‘Well, if we can make our agriculture more sustainable’. And I started getting interested in soils just grew on from that.”
Student volunteer

"It's made me realise as well, how many people are disconnected from their food and how many people need that and want that, like the amount of volunteers and a lot of people who get our bags are just like, so great. They've never really been able to even just like get in locally, seasonal organic food, like a cheap price that they get."
Student volunteer

"I wouldn't say it's affected my beliefs or that sort of thing, because I really held them going into it. But it certainly made it easier when I'm running it to buy the local stuff. And like when I'm involved, there's more of a drive to buy it and help out. So I guess it made it easier and kept me motivated to keep on that sort of track."
Student volunteer

ENTERPRISE CUSTOMERS AND SUPPLIERS

To support their own monitoring and evaluation, enterprises were provided with standardised feedback surveys to use with their customers and suppliers (as outline in table 2 above). Participants to these surveys report:

Farmers' market customers

- 44% of farmers' market customers attended the market in order to buy locally produced food, and 37% did so to support local farmers and producers.
- 58% of farmers' market customers agreed that after attending the market, they knew more about where their food comes from.
- 60% of farmers' market customers agreed that after attending the market, they think more about where food comes from even when shopping elsewhere.
- 62% of farmers' market customers agreed that after attending the market, they think more about the impact of my food on the environment.



CREDIT: Farmers' market, Bristol Students' Union



CREDIT: The Apple Project, Wiltshire College

Reflections on the best thing about the market they attended from customers include:

“Local and different foods on campus.”

“Meeting the people behind the companies and the brand.”

“Nice to see local products for sale.”

“Seeing brands I wouldn't normally see or approach.”

Farmers' market suppliers

- 58% of farmers' market suppliers agreed their customers often ask about where the food / products come from.
- 22% of farmers' market suppliers agreed their customers often ask about the impact of the food / products on the environment.

Reflections from suppliers on the best thing about the market they attended include:

“The comments from students and staff about how 'different' they taste from other food products they typically buy. Our animals are all grass fed. We are farmers, as well as bakers. We use different types of meat [eg. goat], as well as using rare breed sheep and pigs. I explain about how this keeps the diversity of rare breeds alive. We need these breeds and their gene pool to develop more commercial breeds. We use the whole animal in our products, so all the best cuts are included in our pasties and sausage rolls. It makes a huge difference in taste.”

Farmers' market supplier

“It is such a fabulous atmosphere, the students engage with the stallholders, the student team are great, advertise the market and make you welcome. Plus the students and staff are regular customers and come to local events I advertise on my stall like the local farmers' markets.”

Farmers' market supplier

Other enterprises

All 3 respondents who provided feedback via the centralised surveys on their experiences of being customers of food buying groups reported that:

- They were motivated to become customers in order to buy organic produce, to reduce packaging.
- As a result of using the food group, they think more about where food comes from even when shopping elsewhere.
- As a result of using the food group, they think more about the impact of my food on the environment.

“I love my veg bag! It couldn't be more perfect.”
Food buying group customer

Of the 7 respondents who completed the open category venues or food production surveys:

- 5 agreed they know more about where their food comes from as a result of being a customer.
- 4 agreed they think more about where food comes from even when shopping elsewhere as a result of being a customer.
- 5 agreed they think more about the impact of my food on the environment a result of being a customer.

TARGET	ACHIEVEMENT
<p>Increases of between 5 and 7% in pro-environmental behaviour are reported</p>	<p>Student volunteers report shifts of around 30% towards greater consideration of ethical and environmental impacts of food production when buying food.</p> <p>Student volunteers also report positive shifts ranging from c.10-30% in relation to making a conscious effort to purchase food that is environmentally and/or ethically accredited.</p> <p>Amongst customers of farmers' markets, food buying groups and open category projects, around two thirds of respondents reported that their experiences with the enterprise made them understand more about where their food comes from, think about where their food comes from even when shopping elsewhere, and think more about the impact of their food on the environment.</p>

IMPROVED EMPLOYABILITY SKILLS

Participating in the programme offered students a number of ways to acquire and improve their skills which may go on to support their employability in the future.

A total of 2274 young people have been involved in running sustainable food social enterprises. These students directly involved in running enterprises received initial training from either SOS-UK or from the project partners (depending on the type of enterprise).

These training sessions covered a variety of topics including:

- Planning
- People
- Produce and suppliers
- Pricing and finances
- Logistics
- Legal requirements & good practice
- Marketing and branding
- Measuring your impact

Following the training, student volunteers continued ‘learning by doing’, putting into practice the knowledge gained through the training sessions, gaining and enhancing their skills in doing so. They also gained skills through the events run, and the resources created, by the Student Eats enterprise team including:

- The annual Student Eats Conference
- Online support sessions
- Targeted events such as in person and online scale up peer-to-peer support days and Zero Waste enterprise support sessions
- 1-2-1 support calls with SOS-UK project staff and delivery partners
- A variety of informative documents and resources covering topics such as choosing sustainable ingredients, the issues with using supermarkets, sustainable packaging, and template handover and role profile documents

The following indicator statements show changes in self-assessment of skills and abilities that would support employability amongst volunteers, as reported in the baseline and follow-up surveys.

RESPONDING TO STATEMENT AS 'VERY CONFIDENT AND CONFIDENT'	BASELINE / PRE-PARTICIPATION	FOLLOW-UP / POST-PARTICIPATION
I can identify and develop business opportunities	54%	70%
I know how to create and manage a budget	66%	78%
Being the leader of a team	62%	80%
Having a go at things that are new to me	78%	86%
Explaining my ideas clearly, verbally and in writing	69%	87%
Meeting new people	70%	87%
Putting my ideas forward	74%	89%
Asking for help or advice when solving a problem	76%	89%
Identifying key goals for projects and other things I'm working on	79%	89%
I can identify and build support from individuals and organisations to achieve a common goal	76%	89%
Communicating with different types of people	81%	91%
Working with other people in a team	84%	96%

These results show the development of skills and competences in a number of key areas that support employability, including confidence, communication, teamwork and leadership, budgeting and business skills. Even where respondents ranked themselves as initially having high levels of confidence, each skill shows an improvement, according to self-assessment.

Reflections on learning in this area include:

“Knowledge of sustainable and organic food production and consumption, bringing about change in communities, and building useful relationships.”
Student volunteer

“I’ve learnt so much. Learnt how to work as a part of a team, how to get other people involved and excited in projects. I’ve built a lot of confidence and learnt a lot about public speaking, and also defending my own point of view.”
Student volunteer

“Our students have been able to gain extra experience and qualifications that have truly helped with their getting meaningful employment.”
College staff support

“Problem solving, I would say, something like just being able to see small issues that are arising because it was obviously a learning curve for us. And then having tried to be like creative in the solutions and sticking to our ethos of trying to be throughout everything, being sustainable. And learning how to work as a team. And spread the tasks across different people. For me, I think sometimes I found it kind of high pressure, sometimes situation where, like, on the stall or whatever, it can be quite intense. But it’s like really taught me to just like, once, if you believe in something, you can let that kind of come through...I guess just like more self-confidence in, in what I’m believing in.”
Student volunteer

“I think just being able to have the confidence to start a project and follow it through. So being able to go through the whole processes, identify a need, and figuring out how we can meet that. And then going through the application process, and dealing with all the different hurdles along the way. Learning how to ask for help and who to speak to, has been really great, and just being able to see how supportive people are. And so when I’ve grown up to ask for advice, I’ve been surprised by how willing people are to help. And that’s been really encouraging. And it’s just given me a lot more confidence to do things like this in the future.”
Student volunteer

In addition to general employability skills, respondents to the surveys also show changes in competences that support a shift towards sustainable enterprise.

	BASELINE / PRE-PARTICIPATION	FOLLOW-UP / POST-PARTICIPATION
I understand that sustainability is connected to issues of social justice, the environment, and the economy (Strongly agree and agree)	85%	96%
I understand how to use my knowledge of sustainability to encourage change amongst other individuals and organisations in my community (Strongly agree and agree)	61%	82%

	BASELINE / PRE-PARTICIPATION	FOLLOW-UP / POST-PARTICIPATION
Understanding how human activity is affecting nature (Very confident and confident)	75%	85%
Using resources efficiently to limit the impact on the environment and other people (Very confident and confident)	71%	80%
Considering ethical issues linked to your work (Very confident and confident)	71%	85%
Looking at global problems from the perspective of people from around the world (Very confident and confident)	64%	80%
Challenging the way we do things now (like business, politics, education) (Very confident and confident)	70%	78%

In addition, 877 students also had the opportunity to develop and improve skills through participating in events or activities delivered by the food enterprise teams. Examples of events or activities include:

- Cook and Eat cookery lessons
- Preserve making sessions
- Learning how to grow food
- Responsible foraging
- Skills sharing events
- Sustainable food talks, discussions, and events
- Contributions to wider university, college or students' union sustainability events such as Go Green Week

TARGET	ACHIEVEMENT
Improved employability skills of 2500 young people	<p>2741 young people had an opportunity to develop or improve skills through participating in the programme.</p> <p>Student volunteers report improvements of between 10 and 25% in relation to self-assessment of a range of employability related skills and competences following participation in their Student Eats enterprise.</p>

CREDIT: EcoSoup, Leeds Beckett University



TRADE SUSTAINABLE FOOD THROUGH STUDENT LED-ENTERPRISES

A total of £150,172.72 was traded by the 65 student-led sustainable food enterprises supported by the Student Eats programme. Table 4 shows a breakdown of income generated according to the type of enterprise. All enterprises which have successfully generated sales on one occasion or more have been included in this figure.

As social enterprises, all profits generated by the sustainable food enterprises were reinvested or donated to other student projects or charities that had a positive environmental and/or social impact.

TABLE 4 | AMOUNT OF SUSTAINABLE FOOD TRADED BY EACH TYPE OF ENTERPRISE

TYPE OF FOOD ENTERPRISE	TOTAL TRADED
Farmers' markets	£58,611.00
Food buying groups e.g. coops, veg boxes	£47,477.98
Food preserving groups	£17,107.77
Open category (e.g. food made from surplus, salad leaves)	£11,939.77
Zero waste enterprises	£15,063.20
TOTAL	£150,172.72

CASE STUDY: Penryn Produce, Falmouth and Exeter Students' Union

Penryn Produce is a student led veg box scheme supported by Falmouth and Exeter Students' Union that have sold an impressive £9025.60 worth of veg bags. Every week during term time the students sell bags of affordable, organic, seasonal and minimally packaged produce from a local family farm that has strong ethical values. They purchased a horsebox in 2018 and managed to have it professionally converted in 2020 to create an incredible venue to sell their veg bags from on campus, with plans to add dried wholefoods and local honey to their offering. In 2018 and 2019 Penryn Produce won 'Sustainable Activity of the Year' at the FXU Activities Award and, when they were able to, donated vegetables to a local community cafe helping feed single mothers and their children. They worked with the FXU Green Living Society and community group Incredible Edible to rejuvenate a local community garden in Penryn and, when the pandemic proved challenging for everyone, the students met a local need by organising local veg bag deliveries.

TARGET	ACHIEVEMENT
More than £150,000 of sustainable food traded	£150,172.72 of sustainable food traded

DIVERTING SURPLUS FOOD FROM LANDFILL

A total of 11,484.44 kilograms (or 11.5 tonnes) of surplus food has been diverted from landfill throughout the duration of the funding period.

Food enterprises obtained surplus food from a number of different sources, for example from supermarkets, food waste charities, a Wildlife Trust orchard, local farms and shops. Commonly sourced items included fruit, vegetables and tinned foods.

And likewise, surplus food was repurposed in a variety of different ways, including:

- Making preserves e.g. juice, chutneys, jams and jellies to sell on their own, on stalls, in shops or with veg bag/box schemes
- Creating cooked meals, soups or smoothies to sell on stalls or Pay as You Feel Cafes
- Redistributing the surplus food its original form, usually on pop-up stalls

TABLE 5 | AMOUNT DIVERTED FROM LANDFILL BY EACH TYPE OF ENTERPRISE

TYPE OF FOOD ENTERPRISE	TOTAL DIVERTED (KG)
Farmers' markets	15
Food buying groups e.g. coops, veg boxes	906.8
Food preserving groups	4901.69
Open category (e.g. food made from surplus, salad leaves)	5661.05
Zero waste enterprises	0
TOTAL	11,484.44kg / 11.5 tonnes

CASE STUDY: The Food Waste Café, University of Sussex Students' Union

The Food Waste Café is a non-profit student-led social enterprise that sits within the University of Sussex Students' Union, aiming to reduce food waste by serving up meals made using ingredients saved from going to landfill. The enterprise started off with a bang in 2016 when they catered to over a hundred people, in under an hour they turned over enough money to become self-sustaining from the get-go. After such a great accomplishment, the café team put their energy into continuing this success and further develop their enterprise. In 2019, with the help of 34 student volunteers, the café served over 400 people, which helped save 540kg of surplus food destined for landfill. Since then, the Food Waste Café has gone from strength to strength, earning an invitation to the Seed and Chips Global Food Innovation Summit where they were recognised as an SDG (Sustainable Development Goals) Food Innovation Initiative. Their achievements also allow them to support others on the same mission and they have so far donated £500 to charities working to tackle food waste in Brighton, and £650 to food charities such as the Refugee Community Kitchen, Brighton & Hove Food Partnership, and Mutual Aid Vegan Foodbank.



CREDIT: Food Waste Cafe, University of Sussex

TARGET	ACHIEVEMENT
More than 10 tonnes surplus food is diverted from landfill	11.5 tonnes surplus food diverted from landfill

ADDITIONAL FINDINGS



CREDIT: Farmers' market, University of Central Lancashire

In addition to our defined outcomes, monitoring and evaluation of the programme has shown other key achievements and impacts across the 65 student-led sustainable food social enterprises.

Food growing sites

To support their social enterprises, student volunteers have created, expanded or improved 58 food growing sites.

Some enterprises have based their activities almost solely on their growing sites e.g. making preserves and selling produce grown on stalls and to campus shops, whilst others have used the growing sites to supplement their enterprise e.g. by providing some seasonal produce of a limited selection to be made into products. In certain cases, growing areas have been run by different students to those involved in direct sales, but for the most part students have been involved with all aspects of enterprise activity.

Growing sites are a particularly useful tool to engage students in food, to give them time connecting to the natural world and to help them understand the 'true value' of produce.

Volunteer hours

The students involved in running the sustainable food enterprises have shown an incredible commitment and enthusiasm for the task, contributing over 37,000 hours of volunteer time across the Student Eats Food Enterprise programme.

TABLE 6 | AMOUNT HOURS VOLUNTEERED BY PEOPLE UNDER 25 YEARS BY EACH TYPE OF ENTERPRISE

TYPE OF FOOD ENTERPRISE	TOTAL HOURS VOLUNTEERED
Farmers' markets	3344.5
Food buying groups e.g. coops, veg boxes	13389.5
Food preserving groups	11387
Open category (e.g. food made from surplus, salad leaves)	8837.8
Zero waste enterprises	326
TOTAL	37284.8 hours

Through interviews and focus groups, student volunteers revealed additional benefits associated with their roles in their enterprises.

Agency, leadership and inspiration

For many, the experience had boosted their confidence levels, and shown what they as individuals or as part of a team could achieve. For some, this provided a sense of the potential impact they could achieve in the future.

"Well, I think it's, it's given me a lot of confidence because it's made me realize that like, everyone's just a person, and that like, I don't know, it's quite a weird like realisation, but just realising that no one has actually has the answers to things that like, for instance, if I can, like run a business, like facilitating and basically on my own for a year, then like, what are all the other people doing the same thing. Like I didn't have any experience. So there's a lot of people who are just like, kind of doing the same, like, we're all just doing the same."
 Student volunteer

For others, it provided an ability to take action on an important issue in a more practical way, that resulted in visible outcomes and a greater sense of agency than other more high-profile courses of action.

"There's been all the protesting and like the XR protests and on climate change and loads of like strikes and stuff like that. I'm not going to go to those things. I feel really disempowered. I feel like I'm just walking on the street shouting, it doesn't feel like I'm getting anywhere, it doesn't feel like doing anything, it doesn't feel like there's any kind of action being made. But like, being able to do something like [enterprise] where you genuinely are seeing people being like, 'Oh my god, I didn't know that I could have access. I didn't know that I eat like this, or I feel so much healthier' to me."
 Student volunteer

“And I find it very motivating to see that actually, there are solutions. And I feel like working towards them is incredibly motivating as well. Yeah, being part of that. So yeah, for sure. I think it's just I think more than anything is just making making me feel it feel a little bit better in terms of like, a smallest impact is at least it's working towards something. I think it's there's nothing more important than feeling like the work you're doing is valuable.”
Student volunteer

For others, the connections they have made through the project have acted as source of information, and inspiration.

“[The best thing about Student Eats has been] The people I have met through it. I have encountered so many friendly, driven, ambitious people, I have taken a great deal of inspiration just from interactions with them.”
Student volunteer

“And it's great, because there are people that believe in you in this project.”
Student volunteer

“What changed most of my life is those people like having this community actually because it's because I continue meeting them and discussing about the stuff and then it did change my eating behaviour. I think I became more conscious.”
Student volunteer

Wellbeing and mental health

Volunteers also fed back, through the interviews and focus groups, that participating in a food enterprise had provided benefits associated with wellbeing and mental health. For example, those suffering with poor mental health had found respite in the activities associated with their enterprise.

“And my mental health was wasn't great. I was getting quite depressed. So I know that the activities outside that can improve your mental health and having better gratification like you plant the seeds and plants come out and you harvest the water.”
Student volunteer

For others, the approach adopted by the enterprise, and the community that developed around it, had links to their cultural background.

“I like the atmosphere that [enterprise] as a project has, because from where I'm from, so I'm from Asia. So food is our main way of gathering together. And we that the Budget Bites team, go collect upcycle and sell the food. So seeing the team doing the whole process together is actually what's enjoyable for me.”
Student volunteer

For others experiencing anxiety associated with the issues linked to sustainability, the practical nature of the project also provided respite.

“And I think that that the society has really given everything a positive spin. Because my nature I'm, you know, I'm very passionate by sometimes I just, I really struggle seeing the positive side of things. And I think having a community that, yeah, that just uplifts you and talks about these things.”
Student volunteer

“I think it's taken away a lot of the, the, the sort of panic, that comes from looking at a big problem. Because it's kind of shown that as long as you sort of break into little bits, you can work towards some kind of fix.”
Student volunteer

Experiential learning and courses

Volunteers also reflected on the different way of learning their participation in an enterprise had provided, in comparison to the learning experienced through their courses, noting that the hands-on approach to learning provided a means to implement what they were learning rather than being purely theoretical.

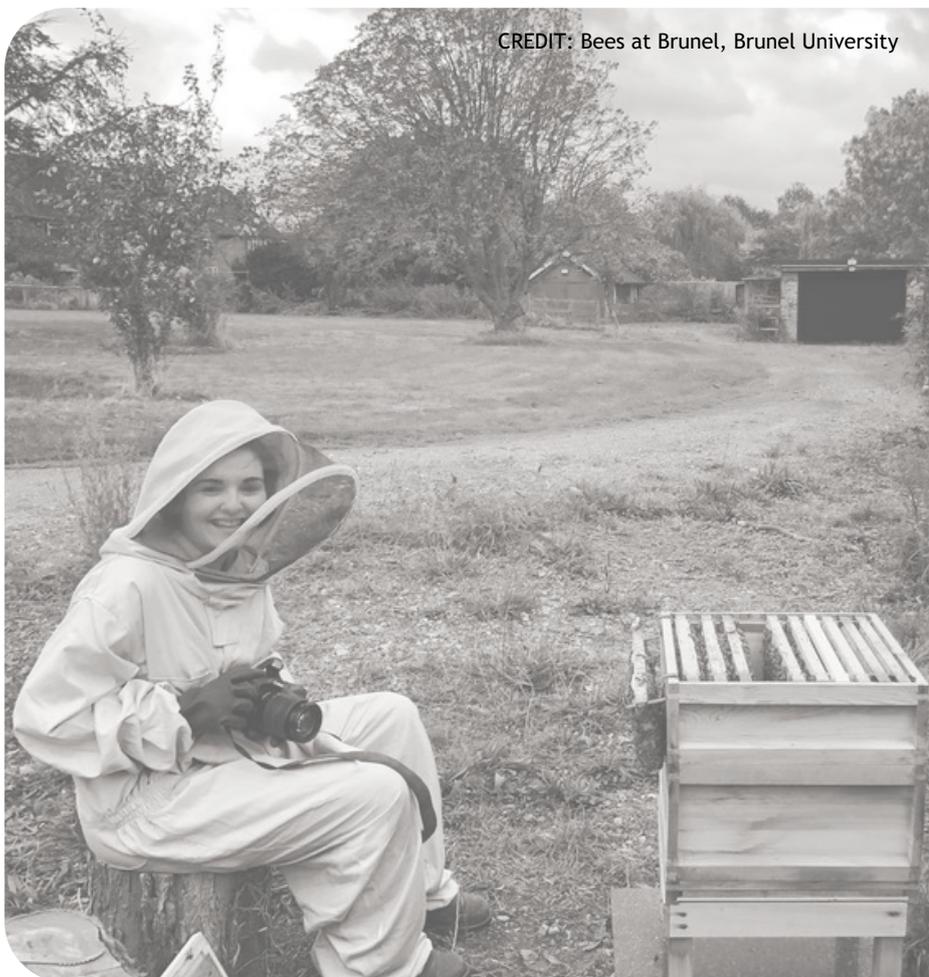
“So it's the kind of failing and learning, which is very different, I find it needs a very different kind of skills. And the way I'm thinking as opposed to like an academic content, it's really interesting. It's very refreshing to do something practical.”
Student volunteer

“It gave me I think it just gave me life skills to allow me to, like, apply my course, rather than just seeing a purely academic viewpoint.”
Student volunteer

Some also noted the experience had helped them develop skills that were also useful for their academic work, both in terms of skills and content:

“The skills that we gain from it are also useful in the academic sphere so like presentation, for example. I think, through doing presentations, even though they're very informal, but the ones we do at these support days. I used to hate presenting but sort of practicing doing it about something that I love doing is really helpful for so then having to do presentations and workshops.”
Student volunteer

“I'm currently planning my dissertation, which I'm going to study the impact the project is having the degree over it, I thought, yeah, good excuse to invest more time in it. I'm going to do a lifecycle analysis, study. So look at all the inputs, outputs, of energy and materials, and then try and calculate an actual carbon footprint from what we do.”
Student volunteer



KEY LEARNING ON SUPPORTING STUDENT-LED SUSTAINABLE FOOD ENTERPRISES

Key recommendations for other organisations, or staff members from colleges, universities, or students' unions planning to support student led enterprises include:

- Most enterprises were interested in what others were doing and wanted to learn from them, so bringing multiple student-led enterprises together in a network is beneficial.
- Don't be too prescriptive with enterprise ideas - the students leading them need to feel ownership of their own ideas to allow them to thrive and for the enterprise to progress
- Regular 1-2-1 support can help an enterprise survive tricky times. Unfortunately, we only had capacity to do this with the scale up enterprises but a smaller programme would have allowed more time for individual support and we believe had we been able to offer this to all the enterprises, even more of the start-ups would have thrived and expanded.



CREDIT: The Apple Project, Wiltshire College

- Student and staff turnover is a major factor in enterprise activities coming to an end, the importance of detailed handover documents and volunteer recruitment and retention strategies is absolutely key to long term success.
- Bringing together a diverse range of students can support success. Students from a variety of backgrounds worked together in the enterprises. Often those from business courses - drawn in by the enterprise angle - lacked sustainability skills and conversely those from traditional environmental courses often had a negative perception of running a business. The most efficient and impactful enterprises had a mixture of these students.
- Sometimes there will be unsurmountable challenges, like a pandemic or it's impossible to get a market licence for your campus, resulting in enterprise's having to close, but it's really important to make sure the students know this doesn't stop the value of the journey or the skills gained by the students involved in that journey.

The enterprises were established in both Further and Higher Education, with the former requiring greater levels of mentorship from institution staff and for the enterprises to be embedded into the curriculum in order to thrive. Staff reflections on how student enterprises can best be supported include:

“Make sure you have engaged students that are available to give up time towards the project. It's always difficult to keep student engaged but if they have control over the project then will usually take more responsibility about the day to day operations of the enterprise.”

Student and staff turnover is difficult to manage and transferable skills and experience of the project are easily lost. Try and have a document from day one that all students/staff can add information into so nothing is lost.

Social media is useful but having student staff on site to talk to other people face to face will always be more successful when promoting kitchen opening times.

Run a diverse program of events that are targeted towards your Uni's sustainable societies.”

Students' union staff member

“Weigh to Go has evolved significantly since its origins as Keele Food Coop. Some challenges could be seen as failures, but through remaining resilient, our journey has led to the creation of a key student-led enterprise on campus. Collaboration is key - between students, the SU and the university. Projects can bring many benefits - some can be unintended and end up being more impactful than the intended benefits!

Feedback and insight can make initiatives more impactful - from students and experts in their own areas. Consulting others can also bring them into a project and increase engagement and commitment. Projects like Weigh to Go give students opportunities to connect to wider university operations - real world experience and experiential learning are excellent ways to explore and consolidate sustainability learning. Don't be put off if things don't go to plan - the end result could be better than you imagined!

Look beyond your own institution - learn from others and share your learnings - knowledge is only powerful when it's shared.”

University staff member

“If you are in a further education college make sure that you have the buy in from enough staff to allow the project to continue year after year.”

College staff member

Student volunteers also offered their perspectives on ensuring the success of student-led enterprises.

“When promoting an event to volunteers, emphasise the social component of volunteering together, lots of people want to change things on campus so let them know you are doing that, highlight that various skills can be improved by getting involved.”

Student volunteer

“Ensuring workloads are shared effectively so that some people aren't left with the majority.”

Student volunteer

“It can be really difficult to get enough people involved to make your enterprise as successful as you want it to be. Especially when many of us were in our second and third year, we often felt overwhelmed with running SCOOP and would have liked the support of more people on the committee. Looking back at how I and other volunteers ran SCOOP, I think we should have come up with more ways of promoting our enterprise so that people would want to join, perhaps by reaching out more to our Students Union or Students Eats for advice.”

Student volunteer

LEGACY AND NEXT STEPS FOR STUDENT EATS

The enterprise programme has contributed to a transformation in SOS-UK's thinking around food and farming, emphasising that looking at food growing and enterprise as single issues won't solve the problems with the localised - and larger scale - food systems experienced by students. Our vision for the future is that campuses will be rooted in sustainable food and farming practices from catering to farmland and from growing sites to campus shops, and students will be more connected with nature and to the food they eat.

SOS-UK has received funding for work on larger scale food production within the tertiary education sector - Farming for Carbon and Nature. This programme will enable farmers on university and college owned land to use carbon payments to adopt more nature friendly farming practices that store carbon, improve soil health, increase wildlife, and produce more nutrient-dense food. Students will play a leading role in the programme by undertaking soil carbon testing, biodiversity monitoring, and nutrient-density testing. This will provide students with increased access to, and engagement with, nature, as well as connect them more with where their food comes from. In the longer term our aim is to connect the food produced on these farms with the catering outlets of the institutions on which the farms are located.



CREDIT: Hungry Dragon, Bangor University

Alongside this work, our intentions for future work under the banner of Food and Farming include:

- Encouraging and supporting universities and colleges to lead the way on the climate and nature crisis through food using our Sustainable Food Guide as a framework. The document includes 8 ambitious actions institutions can take and 15 actions students can take, as well as links to numerous resources.
- Supporting the creation, development and maintenance of no-dig food growing sites on campuses
- Using the student and staff and research we have carried out into campus catering to support future funding applications enabling us to facilitate positive change within the catering outlets of the tertiary education sector.

- Supporting the interaction between food production and nature further by working with universities and colleges to rewild their campuses.
- Action on food justice that, amongst other things, seeks to address student food poverty and the lack of access (through cost or availability) of healthy, nutritious, sustainable food, as well issues around access to land and equitable food growing opportunities for students.

Supporting student leadership is fundamental to SOS-UK, and the enterprise programme has been a valuable reminder to give students the opportunity to experiment, 'fail' and develop in a nurturing space. This approach will be carried forward into future work.

For students (and others) wishing to carry out their own journeys into sustainable food entrepreneurship, a number of opportunities and resources have been developed to support their endeavours. These are based on the experiences and learning of the 65 Student Eats sustainable food enterprises over the length of the programme.

- Food and Farming Network - As the Student Eats enterprise programme was coming to an end, many of the enterprises were looking for continued support. We have therefore offered them the chance to become founding members of our Food and Farming network via SOS-UK's Learning Academy, which will offer (for a fixed annual fee) enterprise support calls, tickets to SOS-UK's Student Sustainability Summit. Members will also be able to contribute to the development of the network.
- Food and Farming newsletter - A Food and Farming newsletter will keep existing (and new) enterprise contacts up to date on events and opportunities, and get access to useful resources and articles.
- Online resources - A range of resources have been developed to support students to develop sustainable food social enterprises. These are available to access on the SOS-UK website:
 - [Grow to sell](#)
 - [Preserve to sell](#)
 - [Cook to sell](#)
 - [Cooking risk assessment](#)
 - [Growing risk assessment](#)
 - [Social enterprise guide](#)
 - [Marketing guide](#)
 - [Grow calendar](#)
 - [Handover template](#)
 - [Role profile template](#)
 - [Sustainable Food Guide](#)



For further information about SOS-UK's work on food and growing, please visit our [website](#), or get in touch at studenteats@sos-uk.org