

## Co-designing a Holiday Activities and Food Plus Framework, with Secondary School Aged Pupils and Experts, for Holiday and Out of School Provision for 11–16-year-olds.



Authors: Professor Greta Defeyter<sup>1</sup>, Professor Joyce Yee<sup>2</sup>, Dr Nick Spencer<sup>2</sup>, Dr Iain Brownlee<sup>3</sup>, Dr Melissa Fothergill<sup>4</sup>, & Dr Julia Lawrence<sup>1</sup>

Illustrator: Ben Nightingale<sup>5</sup>

<sup>1</sup>. Department of Social Work, Education and Community Wellbeing, Northumbria University

<sup>2</sup>. School of Design, Northumbria University

<sup>3</sup>. Department of Applied Sciences, Northumbria University

<sup>4</sup>. Department of Psychology, Northumbria University

<sup>5</sup> Babatat.com

## Contents

Executive Summary .....	3
Background: .....	5
The Project Team.....	6
Recent HAF Findings .....	8
Project Aims and Objectives.....	12
Localities .....	13
Methods .....	13
Local Rapid Design Sprint - .....	13
Structure of Design Sprints.....	15
National Rapid Design Sprint –.....	31
Post Project Actions.....	41
<i>Mayor’s Fund for London</i> .....	42
<i>Gateshead Council:</i> .....	43
<i>Northumberland County Council/Leading Link</i> .....	43
<i>Street Games/Birmingham City Council</i> .....	45
<i>Feeding Britain</i> .....	46
<i>Progress at the national level</i> .....	46
Acknowledgements:.....	47
References .....	48

## Executive Summary

Evidence clearly shows that the number of children and young people living in relative poverty in England is increasing. Alongside this increase, the number of households with children not having enough disposable income to afford childcare, participate in cultural activities and able to eat a nutritious diet has also increased. The Holiday Activities and Food (HAF) programme, funded by the Department of Education (DfE), is open to children and young people, aged 5-16 years of age who are eligible for free school meals, with a small proportion of the budget for the inclusion of other children and young people (e.g. SEND). The programme provides children and young people with free food and enriching physical and cultural activities during the school holidays. Whilst the outcomes of HAF are good there are a number of areas that could be improved. One such area is young people's engagement in the programme. Quantitative data from the DfE shows that uptake amongst young people (11-16-year-olds) is low, and qualitative data from HAF co-coordinators, holiday club leads, teachers and young people suggests that the HAF programme, in its current form, is not appealing to young people.

To distinguish between the current HAF offer and the development of an amended HAF programme specifically for 11-16-year-olds, we decided to call this new programme, co-produced with teenagers, "HAF+". The research team partnered with the Mayor's Fund for London, Gateshead Council, Leading Link and Northumberland Council, Street Games, Feeding Britain, and young people from across four geographic areas across England to run a series of design sprints with the main aims of co-designing a) four local HAF+ frameworks and b) a national HAF+ framework that specifically meet the needs of young people. This project not only captured the voices of young people but the co-design of local and national HAF+ frameworks was led by young people.

The project culminated in a two-day national sprint during which young people from across England came together to share their ideas and HAF+ frameworks. On the second day young people had the opportunity to present their ideas to over 120 delegates, including representatives from the DfE, DWP, DLUP, local authorities, HAF co-ordinators, NGOs, esteemed societies, businesses, charities, and community organisations.

Following the sprints, local authorities and HAF coordinators continue to undertake significant work and development of their HAF+ frameworks by a) ensuring that young people are active participants in the implementation and the evaluation of their HAF+ framework, b) ensuring that young people are represented on steering groups, c) adopting new ways of working and partnering with local organisations (e.g. universities, businesses) and d) working towards aligning and embedding HAF+ within wider programmes and initiatives.

This paper reports the methods, materials, outputs and outcomes of the project. Further information including films of the keynote speakers, the voices of young people, and experts are freely available online at [www.northumbria.ac.uk/holidayprogrammes](http://www.northumbria.ac.uk/holidayprogrammes)

## Background:

In England, 22.5% of school-aged children were eligible for free school meals in the academic year 2021/2022, up from 20.8% in 2021 (DfE, 2022). Alongside these figures, recent data from the DWP (2023) shows that the percentage of children in England living in relative poverty (in households with less than 60% of UK median household income), after housing costs in 2.6 million (31%). During term time school meals act as a nutritional safety net for many children. Problematically however, without free school meal provision during school holiday periods, many families face increased financial pressures and are at further risk of food insecurity, known as 'holiday hunger' (Long et al., 2022), in addition to increased costs for childcare and family activities (Shinwell & Defeyter, 2021). To increase the availability of physical and cultural activities, childcare, and to alleviate holiday hunger, in 2021 the DfE announced funding of £220m p.a. across all higher-tier local authorities in England to support the Holiday Activities and Food (HAF) programme. HAF aims to provide children who are in receipt of FSM during term-time with free, nutritious meals which meet School Food Standards, as well as a range of enriching activities throughout the school holidays (GOV.UK, 2022).

Overall, the DfE's commissioned Evaluation of the 2021 holiday activities and food programme - GOV.UK ([www.gov.uk](http://www.gov.uk)) suggests that HAF is a relatively successful in terms of uptake, and providing a range of enriching activities including free meals for children (DfE,2022). However, the independent evaluation had significant weaknesses including response rate bias and choice of comparator groups. Despite these limitations, the findings of the report were promising, and the authors highlighted several areas for service improvement and development. To increase the number of young people attending HAF the report suggested that local authorities and HAF coordinators should increase the visibility of HAF through marketing. However, following consultation with nearly 500 young people from across England during 2022, it became apparent that the current HAF programme does not fully address the needs of 11–16-year-olds. Indeed, it was evident that many young people in this age group are a) either not aware of HAF or b) are aware of HAF but choose not to attend (Defeyter, in preparation). As stated in the Ecorys' evaluation of HAF 2021 (DfE, 2022) awareness of the HAF programme may be addressed through increased marketing of the programme, at both a national and local level. However, this approach will only increase awareness of the current HAF offer and whilst it may drive initial uptake, young people are

unlikely to continue attending a programme that does not meet their needs, and one in which they have very little psychological ownership. To address these inter-related points, Northumbria University partnered with several organisations that have extensive expertise in the implementation and delivery of HAF to collaborate on a project that was centered around the voices of young people. Specially, the project aimed to collaborate with young people, as equal partners on the project, to co-design a HAF programme that incorporates their needs (activities, venues, food offer, opening times, marketing, communication among others). To incorporate the importance of 'place' within the current project, the project team sought to co-design a HAF blue-print specific to each local area; followed by a national event at which young people could a) share their ideas and explore synergies across areas and b) present their ideas to delegates attending the event. Throughout the project, the team aimed to develop an approach to a) translate research to the real world, and b) co-develop an approach to apply and adapt to practice in different contexts to achieve outcomes that aligned to the Department for Education's criteria. Although published papers and reports (e.g. Shinwell et al., 2021) have captured the opinions of children and young people on HAF, to our knowledge, this is the first project to bring together academic expertise from across a range of disciplines, practice educators, local authorities, charities and young people (HAF and non-HAF attendees) to co-design a HAF programme to meet the needs of young people while taking into account local assets. This project was guided by the fields of implementation science, developmental psychology, sports psychology, nutritional science, and participatory design underpinned by trusting relationships, built over time, between actors as mechanisms for change and outcomes.

## The Project Team

### **The Healthy Living Lab, and the School of Design at Northumbria University**

Since 2014, the **Healthy Living Lab** [www.northumbria.ac.uk/holidayprogrammes](http://www.northumbria.ac.uk/holidayprogrammes)

at Northumbria University has been a leader in researching childhood food insecurity and the interrelated problems associated with poverty. The interdisciplinary team within the Lab conduct pioneering, interdisciplinary research into the prevalence of holiday programmes across the UK and worldwide, as well as the important role that expanded, centrally coordinated programmes can play in combatting childhood food insecurity and increasing

children's participation in physical activity and other social, enriching activities. The lab is led by Professor Greta Defeyter who was awarded a Fellowship of the British Psychological Society (BPS) for her work in this area. Furthermore, Greta received the BPS Public Engagement Award in 2017 and a Food Heroes Award from Sustain in 2017, following notable winners including Jamie Oliver and Ed Balls. In the same year the Big Issue named Greta as one of the UK's top 100 Changemakers for her contribution to research, policy and knowledge mobilisation regarding school and holiday child feeding programmes.

The Healthy Living Lab is collaborating with researchers from Northumbria University's **School of Design** to incorporate co-design methods within its approach to working with children and young people. Professor Joyce Yee is a Professor of Design and Social Innovation, and her work uses co-design to explore more equitable, respectful, and sustainable approaches to community challenges. Dr Nicholas Spencer is Associate Professor of Design Innovation. His research focusses on the application of design to navigate contested futures within complex social and organisational situations contributing to our understanding of Design for Social Innovation.

The research by the Healthy Living Lab has been instrumental in shaping the government's thinking and the DfE's decision to expand the Holiday Activities and Food (HAF) programme across England. The Healthy Living Lab has conducted extensive nationwide research on interventions, both in and out of school, which address child food security, childcare provision, community networks, education, health, and wellbeing, and published the first paper on 'holiday hunger' in the UK in 2016. Northumbria University and the Healthy Living Lab are committed to Equality, Diversity and Inclusion and driving positive societal change through co-design and production. Through public and community engagement, Northumbria University strives to transform lives and actively contribute to society. Links with communities and policy makers are integral to our work and to making change happen. We achieve this through long-standing relationships with anchor institutions and through developing trusting relationships with organisations, communities, parents and caregivers, and young people.

Ben Nightingale was commissioned by Northumbria University to capture the discussions and

ideas from the young people during the regional and national sprint workshops. He brought the young people's ideas to life through his rich visualisations. This practice and the artwork it produced are an important component of our co-design methodology. The visualisations produced from the design sprint workshops supported the development of a creative environment and the dialogue between and across groups. This is particularly important when working within co-design contexts with perceived differences in power relationships and subject or process experience.

HAF works best when local authorities and delivery partners provide consistent, easily accessible services and activities that appeal to parents, children, and young people and utilise existing assets within communities (Stretesky et al., 2020a). As a collective partnership we have supported, and continue to work with, international, national and regional organisations to review and evaluate their provision to shape improvements, share best practice and ensure it reflects the latest thinking, learning and developments within the field. This is achieved through dissemination, research articles, policy briefing papers, and sharing examples of good practice locally and nationally. It is important to note that HAF implementation is, to a large extent, governed by the DfE's criteria, guidance and funding of the programme (Defeyter et al., 2022). Thus, in the case of enhancing the HAF Programme (referred to within this report as HAF+) it is important for the project team to share its findings with local and national government, community organisations and most importantly young people across a range of media including reports, academic papers, podcasts, films, and social media.

## Recent HAF Findings

The implementation of the national HAF programme is relevantly recent but the evaluations commissioned by the DfE are promising. Independent, peer-reviewed academic papers also demonstrates that HAF is effective across a number of health outcomes (e.g. Long et al., 2021), although implementation of HAF at the local authority level presents a number of challenges (Defeyter et al., 2022; Mann et al., 2020). Holiday clubs, the delivery arm of HAF, are local organisations that, until recently, were viewed as spaces for feeding children during the summer (Mann et al., 2018). Recently research has shown, however, that holiday clubs

offer communities a means to organise and provide a variety of material goods, nutritious food (Crilley et al., 2022), services and information to children, caregivers, parents, volunteers, and staff (Round et al., 2022; Stretesky et al., 2020a; Mann et al., 2021); although food and nutritional education seems to be particularly challenging (Round & Defeyter, under review) and a measurement tool for menu analysis that can be used in HAF[+] and schools? is in the early stages of development (Vitale, Crossland, Shinwell, Stretesky, Defeyter & Brownlee, 2023).

Despite some challenges, holiday clubs provide children with a safe place to be physically active during the summer (Shinwell et al., 2021). They can prepare pupils for return to school, aid parents with childcare accessibility and costs so that they can continue to work in paid employment during the school holidays, increase the wellbeing of children and parents and provide communities with the opportunity of improving dietary intake (Shinwell et al., 2021; Mann et al., 2020; Defeyter et al., 2020; Stretesky et al., 2020a, 2020b). Holiday clubs have even been found to signpost parents to resources and other community services, such as healthcare, financial services, and housing advice, and reduce parental stress (Stretesky et al., 2020a). A recently published book, authored by Long, Defeyter & Stretesky (2022) titled, “Holiday Hunger in the UK: Local Responses to Childhood Food Insecurity”, provides a good overview of the research findings, alongside examples of good practice, and the similarities and differences in policies across the devolved nations of the UK.

Current figures show that in England over 2million children and young people live in poverty (DWP, 2023) and a recent survey by Childwise (2022) of 1000 children, aged 7-17 years, showed that the percentage of children who experienced food insecurity over the summer holidays in England increased from just under 20% in 2020, to 25% in 2022, with nearly 1 in 10 children reporting that they didn’t eat because they did not want to use up the household food. In terms of children’s and young people’s participation in HAF, the DfE’s evaluation by Ecorys UK: [Evaluation of the 2021 holiday activities and food programme - GOV.UK \(www.gov.uk\)](#) found that co-ordinators reported that 730,000 children attended HAF, with 616,000 funded by HAF and 498,000 eligible for free school meals. **The majority of attendees were primary school aged (76%), despite the programme being for 5 to 16-year-olds.** Based on reports from local authorities, over 685,000 children and young people attended HAF in

the 2022 summer holidays. Of these participants, over 580,000 participating children were funded directly by the HAF programme and over 475,000 were in receipt of benefits-related free school meals (DfE, 2023). These figures, combined with prior research findings, suggest that whilst HAF is an excellent programme, further service improvement is required in the following areas:

(i) Target increased overall uptake to meet the growing number of children and young people, from across England, living in relative poverty, food insecure households and experiencing 'holiday hunger'.

(ii) Explore ways to extend HAF provision throughout the year/young people's lives. Currently HAF supports means-tested free school meal (FSM) eligible children and young people across England during the Easter, Summer and Christmas school holidays which means there are still 6/7 weeks where these young people have no support outside of school term time.

(iii) Explore ways of offering universal provision in more deprived neighbourhoods to drive participation and support connected communities. Children and young people not on means-tested FSM but who reside in areas of high levels of deprivation are often unable to be supported through HAF. This leads to lower overall attendance, stigma, and fractured communities.

(iv) Identify approaches to ensure HAF+ is more appealing to those aged 11-16 years of age. Qualitative data from HAF co-coordinators, holiday club leads, teachers and young people suggests that the current HAF (and out of school offer) is not appealing to young people (11-16), and thus attendance is low despite the attempts of local authorities to encourage participation through investing resources in marketing activities.

All of these areas are important but following a consultation with over 500 young people and 10 local authorities from across England, the research team decided to focus on one of these objectives ((iv) above) and to work with young people and adult stakeholder to develop a series of local HAF+ programmes to meet the needs of teenagers, and then to

develop a national HAF+ framework. However, it is important to take note of both the national and local contexts in which HAF currently operates. Over a decade of a lack of investment in the youth sector has resulted in youth clubs closing, and a depleted workforce. This decline has occurred in parallel with a decrease in levels of physical activity, community cohesion, and increased levels of obesity, poor mental health and wellbeing, and anti-social behaviours. Over the last few years, the increase in the cost of living, combined with ongoing negative health outcomes associated with Covid, e.g., a reduction in physical activity in young people (Active Lives Children and Young People Survey, 2021), and an increase in poor mental wellbeing (Gunnell, Kidger, & Elvidge, 2018) suggests that a specific, coherent and integrated programme of food and activities is required for this age group, both for 'out of school hours' and across the holiday periods. Anecdotal data from HAF co-coordinators, holiday club leads, teachers and young people suggests that the current HAF (and out of school offer) is not appealing to young people (11-16 years), and thus attendance is low despite the attempts of local authorities to encourage participation through marketing activities.

Our previous consultation work and the above highlight that the current HAF offering does not meet the needs, or include the voice, of young people aged 11-16 y. Thus, this project aims to utilise recent peer-reviewed research findings, combined with the lived experiences of young people and delivery organisations to co-design a HAF+ framework with and for 11–16-year-old children that adheres to the DfE's national guidelines but also incorporates additional factors that are important to young people and delivery partners. This approach will benefit equity of access to HAF support and thereby act as a platform to reduce/minimise inequalities and improve health, social and educational outcomes for 11-16-year-olds. Furthermore, following the experiences of young people during Covid-19 and the associated school lockdowns (Defeyter et al., 2020), we suggest this project will help us to identify how out of school provision can support young people to flourish and develop social assistance/support systems that are resistant (and not merely reactive) to future pressures.

Prior research has demonstrated that the co-production of services through the inclusion of the service users' voice and opinions from within the community where services are

delivered, and the sharing of knowledge and provision of valuable insight leads to better policies and services which benefits communities (OECD, 2020). Although researchers are increasingly embracing co-production, few research teams specialise in capturing the voice of the child and young people, especially in relation to co-designing services and policies, informed by young people, multidisciplinary academic experts, and practitioners. Mostly, children and young people are asked to comment on what they liked and disliked about a programme or intervention and how it could be improved, or surface level features (e.g. language used), rather than truly co-designing interventions or programmes and related policies. Our unique approach of combining psychology, education, sports science, and design is well tested with both children, young people, and adults across numerous domains (e.g., HAF, breakfast clubs, housing, violence reduction units, and physical activity programmes).

## Project Aims and Objectives

The aim of this project is to develop four local HAF+ programmes that incorporate the DfE's current HAF criteria (e.g. School Food Standards, national physical activity guidelines for young people) but importantly a programme that is co-designed with secondary school aged young people to meet their specific needs by utilising local assets.

To achieve this aim the current project will involve young people, HAF attendees and non-HAF attendees, in co-designing a HAF framework with other key stakeholders to develop a) four local HAF+ frameworks for 11-16-year-olds, and b) a national HAF+ framework that will support continuity between and across local HAF programmes whilst enabling flexibility based on need and assets at the local level. The targeted outcomes of this project are to develop HAF+ programme frameworks that:

- Inform planning, implementation, and delivery of a HAF+ programme that meets the needs of young people, at the local authority level.
- Appeal to 11–16-year-olds and thus improves uptake HAF attendance and associated individual and community outcomes.
- Adhere to the DfE's HAF criteria (e.g., safeguarding, school food standards etc.)
- Provides added value through exploring other key factors that are important to young people.

- Utilise adult stakeholders' knowledge and expertise from across multiple sectors to scaffold learning.
- Consolidates local HAF+ frameworks into a high level, overarching national framework.

### Localities

The first phase of the project was conducted in four areas in which the Northumbria team already have strong collaborative links. Two local authorities situated in the North East of England (Gateshead Council; and Northumberland County Council alongside HAF coordinator Leading Link), one in the Midlands (Birmingham City Council alongside HAF coordinator Street Games), and one in London (Brent Council supported by the Mayor's Fund for London). In each locality, two workshops took place with young people (HAF attendees and non-attendees) and experts (academics, and staff from partner organisations). Young people were purposively recruited from each local area, through schools, youth groups and youth councils. Adults were purposively recruited from local authorities, HAF coordinators, and local charities and schools. The sampling frame captured varied populations and contexts to be applicable to differing communities/populations, enabling both the local and national context to be addressed. Ensuring the utilisation of a similar approach and methodology across each locality enabled the co-design of a HAF framework to be generalised across local authorities.

The second phase of the project consisted of a two-day national workshop, held at Nesta in London, that brought together young people and adults from across all localities to share and exchange their ideas regarding their HAF+ frameworks. This allowed the project team to draw together synergies and differences in the co-design of the HAF frameworks. On the second day of the workshop, the young people in the project team presented their ideas to over 100 invited delegates and answered questions about their HAF+ designs.

## Methods

### Local Rapid Design Sprint -

Co-production and participatory methods (Brandt, Binder & Sanders, 2013) afforded an opportunity for young people participating in HAF and those not currently participating in HAF, to collaborate with other experts to co-design a HAF+ framework for 11–16-year-olds.

The Healthy Living Lab has already piloted a method of co-designing with young people, with colleagues from Cambridge University, in which 6–8-year-olds co-designed their own physical activities and food tasting in a holiday club in Gateshead (2021). Purposive sampling, a key component of co-design methodology was used to identify participants for stakeholder groups (young people living in underserved communities in London, Northumberland, Gateshead, Birmingham; academics, HAF policy staff, staff, and volunteers from HAF clubs, and youth organisations). Adoption of purposive sampling was used to recruit participants to this study to ensure that the voices of young people who have not previously engaged with HAF were represented. This resulted in a sample of 12 young people (11 female and 1 male, aged 13-15 years-old) and 4 adults (2 female and 2 male, aged 49-63 years-old) for Gateshead; a sample of 13 young people (8 male and 5 female, aged 14- 16 years old) for Northumberland; a sample of 9 young people (6 female and 3 male, aged 13-17 years-old) and 10 adults ( 4 male and 6 female; ages not reported) for London; and a sample of 11 young people (8 male and 3 female, aged 14-17 years old) and 6 adults (sex and ages not reported) for Birmingham.

Each design sprint (Knapp et al., 2016) consisted of a series of intensive guided group and individual activities using visual and physical prompts that aim to support creative idea generations in a generative manner. Each design sprint offered participants the opportunity to actively engage in generating ideas, to collaboratively develop and create plausible outcomes using creative and hands-on methods within a short timeframe. Participants were guided through a series of rapid design sprints underpinned by psychological concepts such as ownership, power; and design approaches such as empathy maps, journey maps etc. For each geographic location, the first workshop with young people was held to gain insights into relevant issues and help define the challenges. It was hoped that this approach would capture lots of ideas regarding potential HAF+ programme activities to bring forward to the next day's workshop to share with the adult attendees.

A second workshop was held to further develop and test ideas with adults before culminating in the development of a local HAF+ framework. This workshop consisted of young people generating local HAF programme designs and adults producing a Local Asset Based Model. The young people presented their ideas to the adults and then young people and adults worked together to generate a Local HAF+ Framework through the synthesis and

accommodation of both the HAF Programme designs and the Local Asset Based Model. This methodology was repeated in each locality to enable the production of a HAF+ Framework for each locality.

*NOTE: All materials were co-produced by the young people and adults for each locality, and further material for the local sprints and the National Sprint may be found online at [www.northumbria.ac.uk/holidayprogrammes](http://www.northumbria.ac.uk/holidayprogrammes). Example illustrations are provided in the body of this report in order to provide additional information and clarity to the method and associated outputs.*

## Structure of Design Sprints

### *Day 1*

The first workshop with the young people was focused on a) getting to know what activities they might like to be involved in during school holidays and b) how we can best deliver it. The researchers wanted to better understand their daily behaviours, habits, and motivation. The day was designed with the principle of starting from familiar contexts that are known to the young people as an anchor to then project possible and probable futures. The young people were considered as context experts, and hence would be able to draw from their lived experiences to inform their decision making.

The day started day by asking young people to create a 'Character Card'. Using pre-existing printed visual assets that can be customized, like hairstyle, facial expressions, clothing and accessories, the young people were asked to create a fictional character that may be based on themselves. They had to describe what that character would do with their free time, who their friends were, where they would go with friends, what they like or dislike to eat, and why. Attendees/participants then asked them to describe what a 'Day in the Life of' would be for their created character during the summer holiday. This brought additional detail and richness into the world of their character, which also allowed us as the project team to probe deeper into the motivations and emotions of the young people (Figure 1).

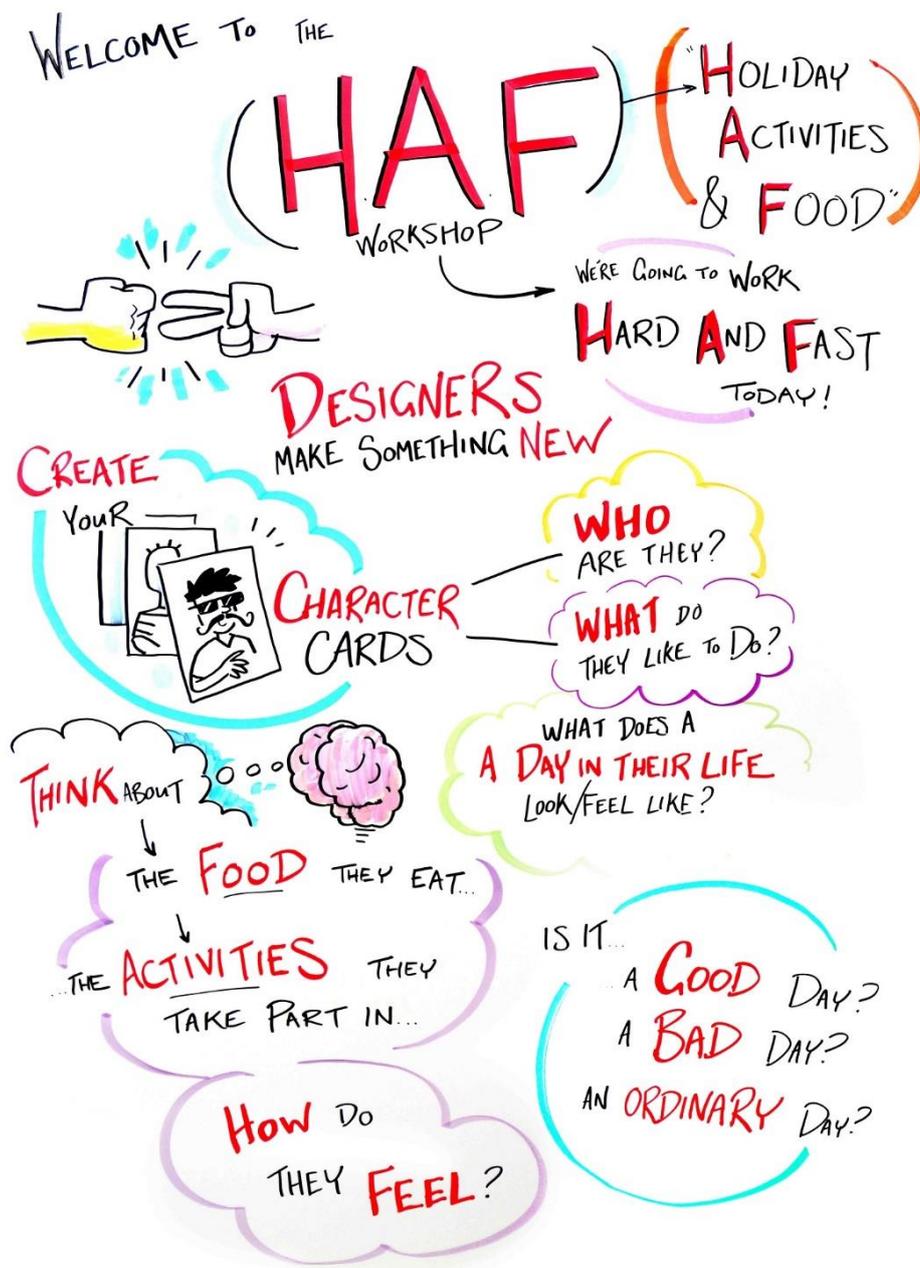


Figure 1: Visual representation of the design process for Day 1 of the local sprints

In some cases where the young people were quick to create a character, we also gave them an additional task to create an 'alter ego', inviting them to step out of their shoes and create a character of someone else they know, which could be similar or very different from them. This additional activity allowed us to collate more diverse characters that may not be otherwise represented in the room. This activity generated between 12-20 characters (see examples in Figures 2-5) in each local workshop that represented a broad range of interests, behaviours, and motivations. These generated characters were then shared between the young people seated at their table.

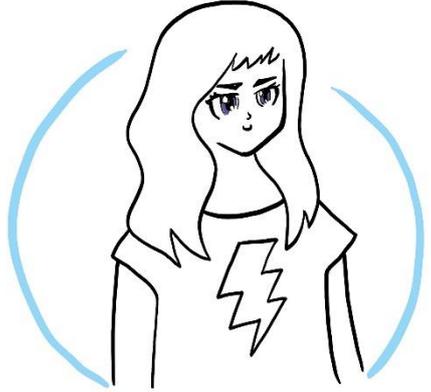


Figure 2: Example character cards created by young people from Northumberland.



Figure 3: Example character cards created by young people from Birmingham.

## AMANDA BROWN



AMANDA LIKES TO WRITE HER OWN STORIES, READ AND WATCH TV. SHE LIKES TO GO SHOPPING WITH HER FRIENDS IN THE METRO CENTRE AND ELDON SQUARE IN TOWN. THEY HANG OUT IN SALTWELL PARK, WATERGATE PARK AND THE METRO CENTRE WHERE THEY TALK ABOUT RELATIONSHIPS, BOOKS AND LIFE IN GENERAL. AMANDA DOES NOT LIKE HEARING ABOUT RELATIONSHIPS AND DOING HOMEWORK IN HER SPARE TIME. HER FAVOURITE FOODS ARE CHICKEN TIKKA CURRY AND PEPPERONI PIZZA. SHE DOESN'T LIKE PEAS AND BANANAS BECAUSE THEY TASTE WEIRD. SHE WATCHES ZELDA BREATHE OF THE WILD AND MINECRAFT TOMMYFINNIT VIDEOS. SHE FOLLOWS FRIENDS ON SOCIAL MEDIA. AMANDA THINKS MATHS AND HOMEWORK IS BORING. SHE IS GOOD AT WRITING, ACTING AND DRAMA. SHE WOULD LIKE TO LEARN TO PLAY A MUSICAL INSTRUMENT AND WANTS TO GET BETTER AT MATHS AND SINGING.

<b>SLEEPINESS</b>	: NOT VERY SLEEPY	
<b>VOLUME</b>	: QUITE LOUD	
<b>LEADERSHIP</b>		9
<b>COURAGE</b>		6
<b>LOYALTY</b>		10
<b>CLUMSINESS</b>		10
<b>PERSONAL HYGIENE</b>		8
<b>PRONE TO MAYHEM</b>	: NO	
<b>INTELLIGENCE</b>		8

## GABBIE ♥



GABBIE LIKES USE HER PHONE FOR SOCIAL MEDIA (TIKTOK, INSTAGRAM AND SNAPCHAT) AND PLAYS TAPPED OUT ON IT. SHE LIKES TO PLAY FOOTBALL AND GO SHOPPING WITH HER FRIENDS. THEY LIKE TO SHOP IN PRIMARK, NEXT AND QUIZ. EATING CHICKEN BURGERS IN MCDONALD'S AND EATING STEAK PASTIES FROM GREGGS. THEY LIKE TO GOSSIP AND TALK ABOUT FOOTBALL AND TV SHOWS. SHE DOES NOT ENJOY CLEANING THE KITCHEN AND PICKING UP DOG POO IN HER SPARE TIME. GABBIE LIKES TO WATCH FOOTBALL, GAMING, AND PUPPY VIDEOS. SHE LIKES MEMES AND VAMPIRE DAIRIES. SHE FOLLOWS SINGERS AND ACTORS ON SOCIAL MEDIA. SHE THINKS SITTING IN SILENCE DOING NOTHING IS BORING. SHE IS GOOD AT FOOTBALL AND DRAWING. SHE WOULD LIKE TO LEARN MORE ABOUT HER FAMILY HISTORY - BECAUSE WHY NOT?

<b>SLEEPINESS</b>		5
<b>VOLUME</b>		8
<b>LEADERSHIP</b>		9
<b>COURAGE</b>		9
<b>LOYALTY</b>		10
<b>CLUMSINESS</b>		4
<b>PERSONAL HYGIENE</b>		9
<b>PRONE TO MAYHEM</b>		8
<b>INTELLIGENCE</b>		6

## ADAM



ADAM LIKES TO PLAY ON HIS XBOX WITH HIS FRIENDS. THEY PLAY COD OR FIFA. HE LIKES PAINTING AND HANGING OUT WITH HIS FRIENDS ONLINE. HE ENJOYS GAMING AND ART. HE FINDS LYING IN BED DOING NOTHING BORING. HIS FAVOURITE FOODS ARE A BURGER KING DOUBLE CHEESEBURGER AND FRIES. HE LIKES TO SNACK ON APPLES, BANANAS AND GRAPES AND HE DRINKS COCA-COLA, TEA AND APPLE JUICE. ADAM DOESN'T LIKE DARK CHOCOLATE. IT IS VILE. ADAM LIKES TO WATCH GAMING, ARTS AND CRAFTS VIDEOS AND FIVE MINUTE CRAFTS VIDEOS. HE FOLLOWS MANCHESTER UNITED PLAYERS ON SOCIAL MEDIA, IN PARTICULAR RONALDO, MESSI AND NAYMAR. HE FINDS WATCHING TV BORING. ADAM IS GOOD AT SWIMMING. HE WANTS TO GET BETTER AT FOOTBALL.

<b>SLEEPINESS</b>		8
<b>VOLUME</b>		3
<b>LEADERSHIP</b>		5
<b>COURAGE</b>		5
<b>LOYALTY</b>		10
<b>CLUMSINESS</b>		8
<b>PERSONAL HYGIENE</b>		9
<b>PRONE TO MAYHEM</b>		4
<b>INTELLIGENCE</b>		5

## HIGGY

AKA: KYLE HIGGINS



HIGGY LIKES LISTENING TO RAP MUSIC AND PLAYING ROBLOX AND FIFA 23. HIGGY LIKES TO HANG OUT WITH HIS FRIENDS IN EACH OTHERS HOUSES AND IN ALLEYSWAYS. THEY PLAY FOOTBALL AND GO OUT TO PLACES. HE DOES NOT LIKE WAITING IN QUEUES. HIS FAVOURITE FOODS ARE CHOCOLATE BROWNIES AND BURGER KING BURGERS. HE DOESN'T LIKE OLIVES AND CHEESE STRING. HIGGY WATCHES LIVE VIDEOS FROM MIA AND BEIMENA ON SOCIAL MEDIA WHERE HE ALSO FOLLOWS JOSH AND KEIRAN. HE THINKS DOING NOTHING IS BORING. HIGGY IS GOOD AT BOXING, ART AND SINGING. HE WANTS TO GET BETTER AT SINGING, FOOTBALL AND RUGBY.

<b>SLEEPINESS</b>		0
<b>VOLUME</b>		3
<b>LEADERSHIP</b>		4
<b>COURAGE</b>		6
<b>LOYALTY</b>		10
<b>CLUMSINESS</b>		2
<b>PERSONAL HYGIENE</b>		8
<b>PRONE TO MAYHEM</b>		9
<b>INTELLIGENCE</b>		7

Figure 4: Example character cards created by young people from Gateshead.



Figure 5: Example character cards created by young people from London.

The context setting stage was followed by a more generative exercise by asking the young people in groups to brainstorm ideas for a HAF+ programme. The researchers scaffolded this by asking the young people to design activities and food offerings that will appeal to the characters created. They started by generating quick fire ideas based on local facilities and services (Figures 6-8), before moving to designing an entire 6-week programme for the summer holidays.



*Figure 6: Young People planning HAF+ activities in Northumberland.*

# WHAT'S IN YOUR LOCAL AREA?



Figure 7: Facilities and Services that young people would like to access through the HAF+ programme, in the Borough of Brent, London.

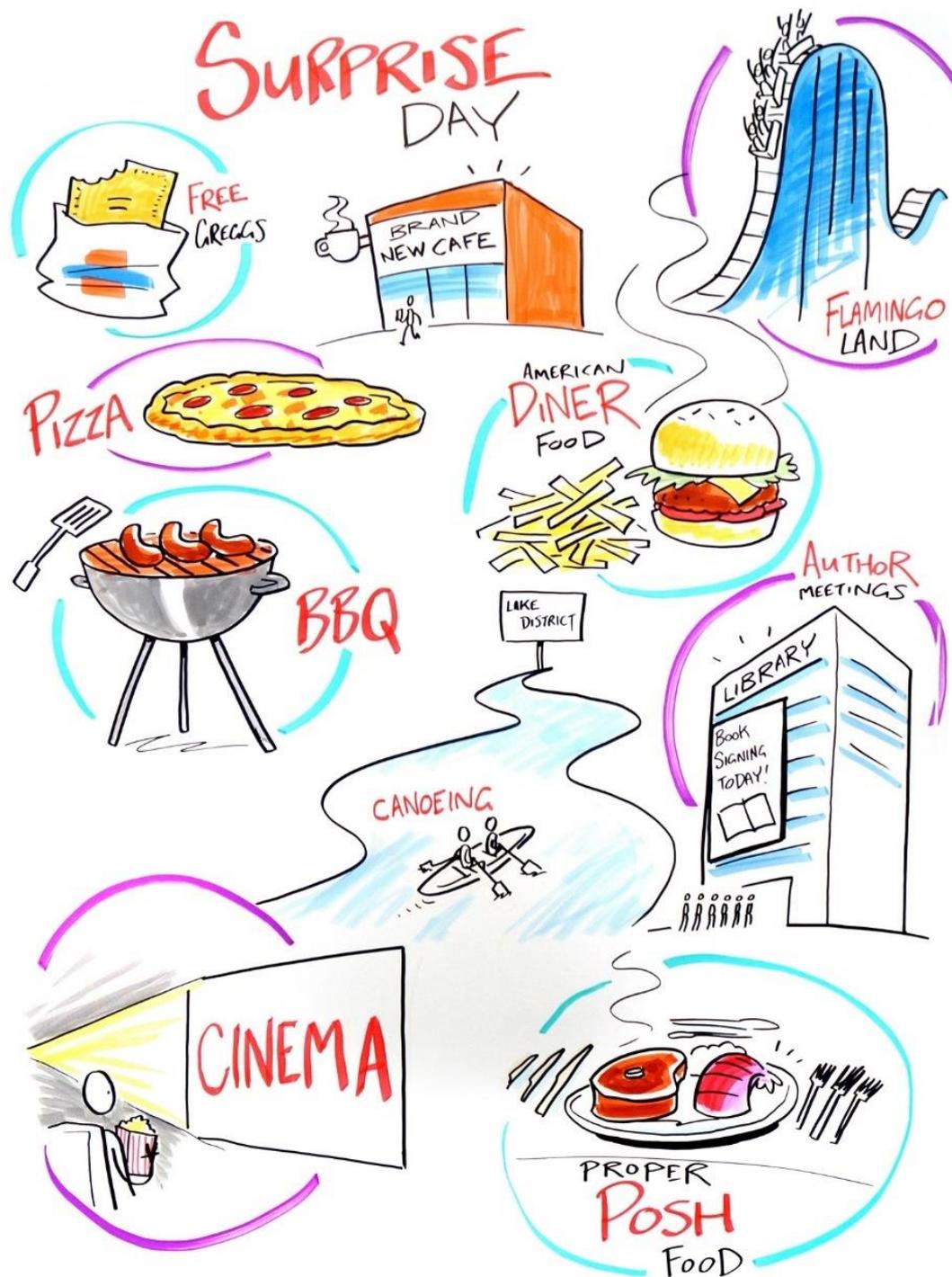


Figure 8: Facilities and Services that young people would like to access, through the HAF+ programme, in Gateshead.

The young people had to consider how the programme would work, whether there would be themed days, variation in the activities and offered, and how they might consider access and transportation needs. The young people had the opportunity to iterate their ideas and programme through rounds of sharing with other groups, which then offered them additional ideas or points of departure that helped further refine their programme design (see Figures 9 & 10). They ended the day with the production of a prototype programme that was ready to be shared with the adults on the second day.

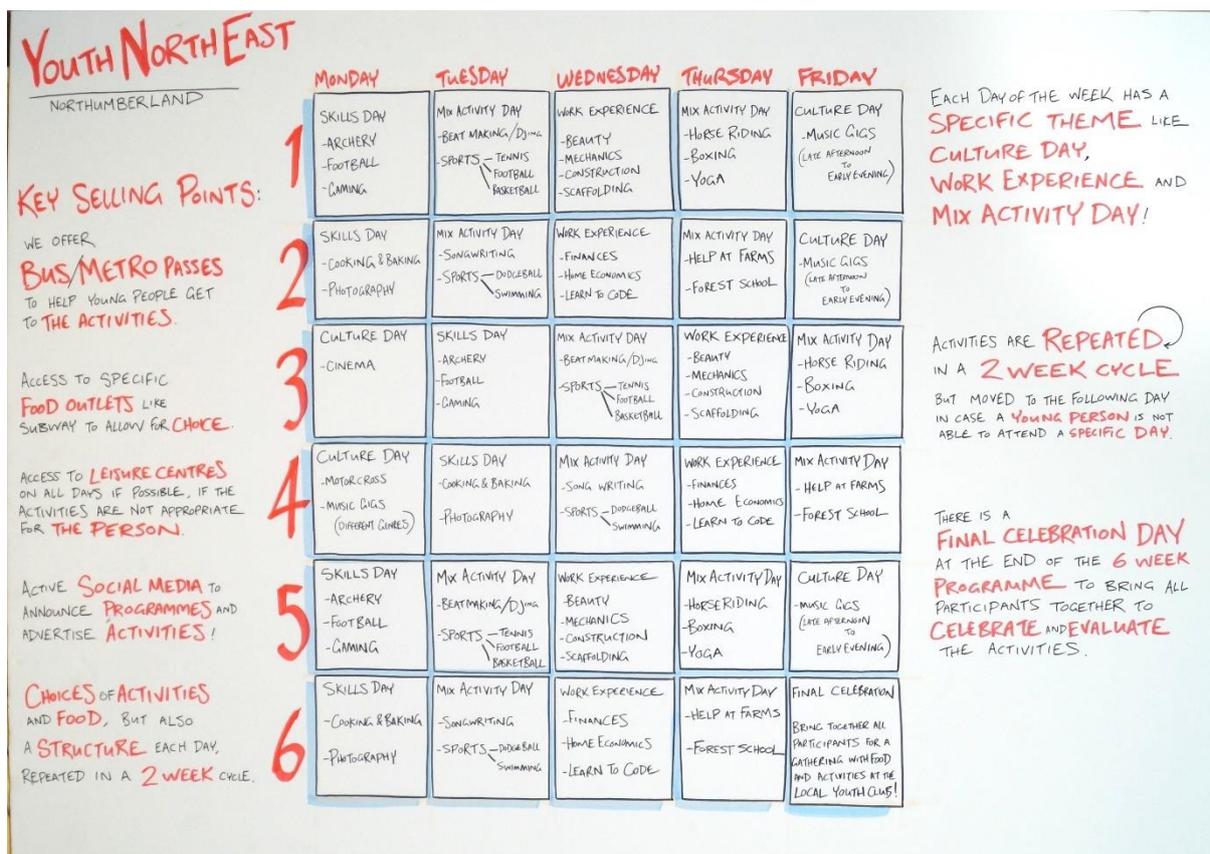


Figure 9: An Example 6-week HAF+ programme for Northumberland County Council

# FREEDOM OF YOUTH

BIRMINGHAM

KEY SELLING POINTS

- DIFFERENT FORMS OF ENGAGEMENT - RANGING FROM SHORT ACTIVITIES TO DAY-LONG TRIPS, A FEW DAYS LONG CAMPING OR RESIDENTIAL TRIPS
- DIFFERENT START TIMES OF ACTIVITIES TO ACCOMMODATE
- DIFFERENT SCHEDULES

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	- ICE BREAKERS - OPENING TEAM GAMES - SNACKS - BURGERS - ROLLERSKATING	- COACHING COURSE DAY - ARTS & CRAFTS - FRUIT SALAD	- SWIMMING TRIP - DODGEBALL - BUFFET	- VOLLEYBALL - PHOTOGRAPHY - PASTA	- COOKING - UNDER 16 DRIVING - BARBECUE
2	- CHARITY DAY - BAKING & SELLING - FOOTBALL - PACKED LUNCH	- FOOT GOLF - TRACTORING - CULTURAL FOOD	- BASKETBALL GAMES - UNDER 16 DRIVING - FOOD: FISH	- FACE PAINTING - BUSINESS - MAKING MONEY - SPAGHETTI	- ALTON TOWERS - MUSIC STUDIO - PIZZA
3	- FREE TIME - ARCHERY - LASAGNE	- CV PRACTICE - ROCK UP (LUNDON)	- LEARN TO PLAY A MUSICAL INSTRUMENT - LEARN A CULTURAL DANCE - HOT DOGS	- CYM - ARAB FOOD	- BASKETBALL - THEME PARK - SHAWARMA
4	- TRIPS - LASER TAG - ZORBIING - PANTHALLING - THAI FOOD	- BARBER COURSE - HAIRDRESSING COURSE - FREE TIME - TABLE TENNIS - FOOT TABLE - FOOTBALL - MEXICAN FOOD	- FILMING A SHORT FILM - GO APE TRIP - CARIBBEAN FOOD	- COCKARTING - FRUIT PICKING - COOKING - GREEK FOOD	- DRAYTON MANOR - BRING YOUR OWN FOOD
5	- STADIUM TOUR - GRAFFITI - McDONALDS	- WORK EXPERIENCE - HORSE RIDING TRIP - SANDWICHES	- MARKETING AND BRANDING SKILLS - SILENT DISCO - PASTA	- THEATRE - INDIAN FOOD	- WATER SPORTS - WIPE OUT - HOT BEACH - CHINESE FOOD
6	- THEATRE - GYMNASTICS - GUN RANGE	- BAKING - POTTERY - MAKE YOUR OWN BOLOGNESE - GARLIC BREAD	- CRAZY GOLF - DESIGN LOGOS PRINTING - JUMPEES - TSHIRTS - KFC	- TRIP TO SHOPPING CENTRE - STAY AT LONDON BOURNEMOUTH	- EXPEDITION

EACH WEEK IS THEMED

eg. SPORTS WEEK  
ARTS & CRAFTS WEEK etc.

OTHER ACTIVITIES WILL STILL BE OFFERED, BUT THE MAIN ACTIVITIES WILL FOCUS ON THE MAIN THEME

WE HAVE FOOD OPTIONS INSPIRED BY DIFFERENT NATIONAL CUISINES

DAY-LONG TRIPS TO LOCAL ATTRACTIONS...

eg. PARK, BEACH OR MUSEUM

Figure 10: An Example 6-week HAF+ programme for Birmingham City Council

## Day 2

On Day 2, the young people were joined by adult stakeholders who were involved in planning and/or delivering the current holiday activities programme. The day started with a parallel activity for the adults and the young people. The adults were asked to go through an empathy mapping exercise by selecting between 3-5 characters that the young people created the day before, and asked to write what they think their chosen character, if engaging in the current local HAF offer, might say, do, feel, and act. The point of this exercise was to immerse the adults in the world of young people and to give sight of their needs, emotions, and behaviours. At the same time, the young people were asked to prepare their HAF+ programme presentation to present to the adults. The groups of young people then proceeded to share their ideas with the adults, receiving feedback and responding to questions. This exercise helped each group agree on what might be the unique offering of their programme, and how it might be addressing the young people's needs. This sharing then helped the adults to shape their own version of a HAF+ Local Model that drew on locally available assets that may or may not be currently used in the existing HAF programme

(Figures 11-14).



Figure 11: Adult stakeholders co-produced HAF+ programme for Birmingham City Council

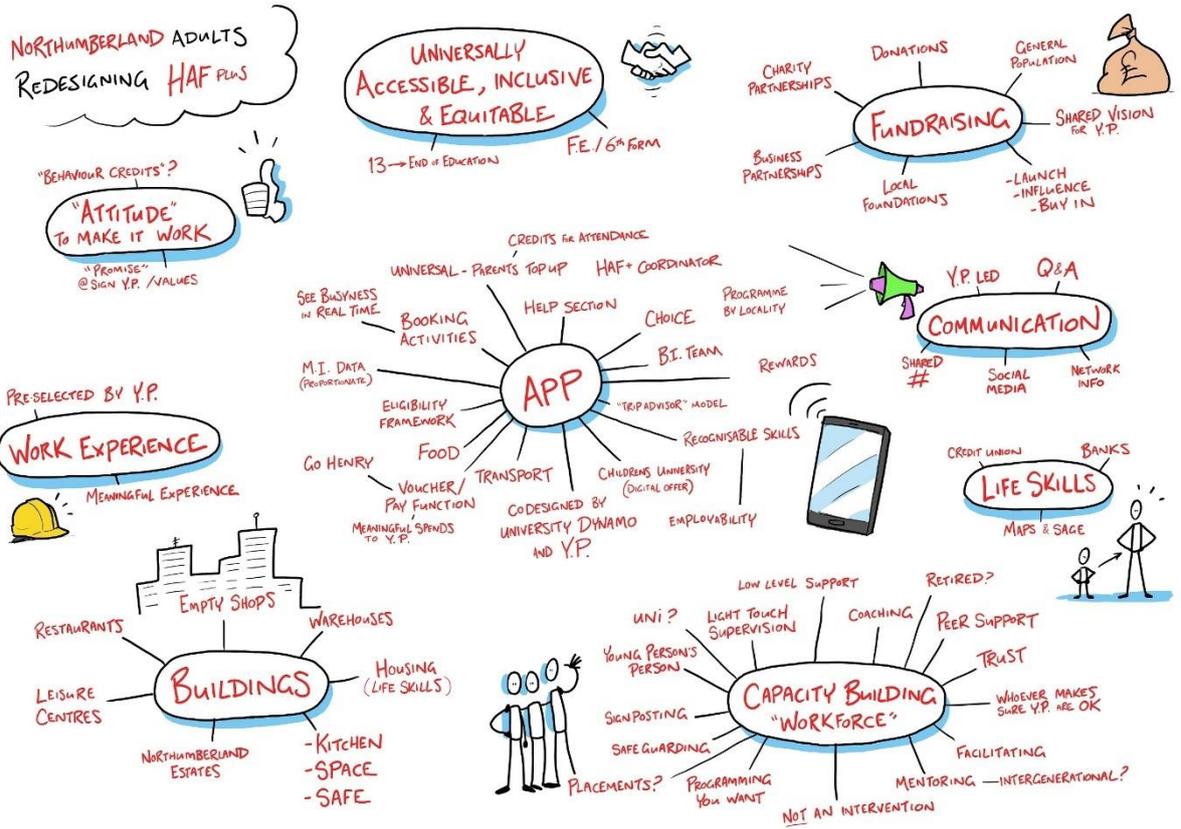


Figure 12: Adult stakeholders co-produced HAF+ programme for Northumberland County Council

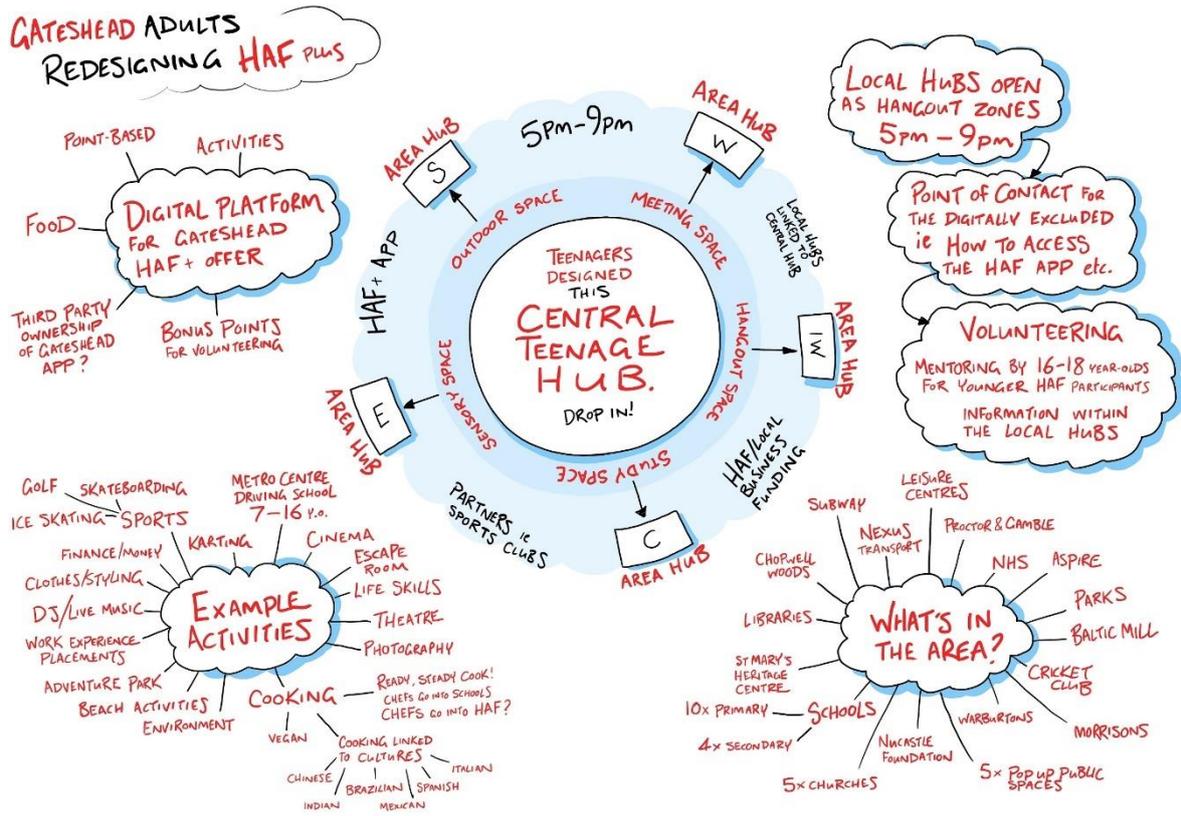


Figure 13: Adult stakeholders co-produced HAF+ programme for Gateshead Council



Figure 14: Adult stakeholder's co-produced HAF+ programme for the Borough of Brent, London

The young people were also asked to design a space that they would like to hang out in (for an example see Figure 15). The aim was to challenge the young people to think beyond individual activities, and to consider how activities and food might fit with a physical location, allowing the team to explore the importance of different types of physical spaces that also brought out the importance of safety, accessibility, and inclusivity.



Figure 15: Young people's vision for a building for young people in Gateshead.

We ended the day with a fun activity, asking the young people to create a promotional Tik Tok video. This not only drew on a medium that they were familiar with, but it also got the young people to think about the best way to communicate and market the programme to their peers. Their Tik Tok videos were shared with the adults as the final activity of the day. An example of a Tik Tok video, co-produced by young people, can be found, alongside other resources in the HAF+ Folder on Northumbria University's web page dedicated to Holiday Activities and Food Programmes ([www.northumbria.ac.uk/holidayprogrammes](http://www.northumbria.ac.uk/holidayprogrammes)). We ended the session by bringing adults and young people together to share and have an open

discussion about the activities, discussions and outcomes produced. It was an opportunity to gather any further ideas, feedback, and learnings.

### National Rapid Design Sprint –

Following the local workshops, a sub-sample of participants were invited to attend a national design sprint. The national workshop brought together young people and adults from across Northumberland, Gateshead, Birmingham, and London to share their local HAF+ frameworks and to explore synergies and differences between frameworks to inform their learning and their local HAF+ framework. Finally, the project team conducted affinity analysis (Holtzblatt, Wendell, & Wood, 2005) where data are clustered based on similarities and type to inform a national HAF+ framework.

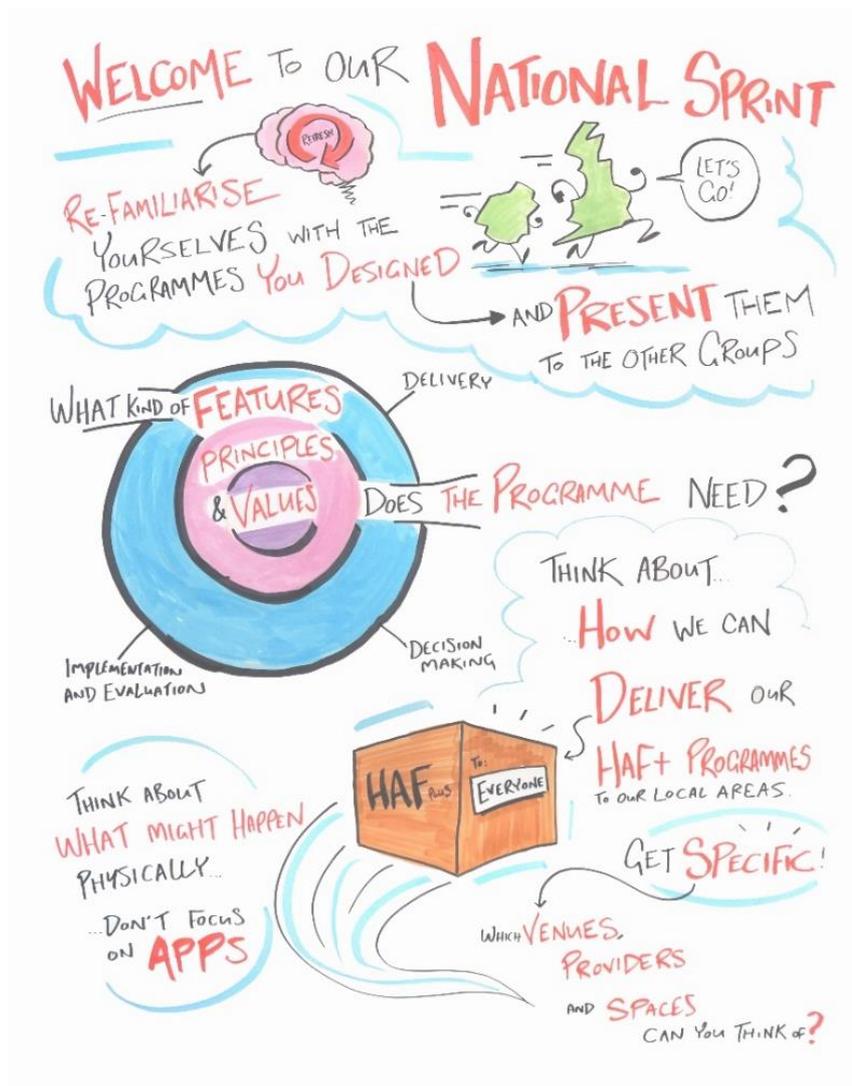


Figure 16: The process for the national sprint

On the first day of this two-day workshop, young people had the opportunity to meet other

young people participating in the project and to present and discuss their HAF+ frameworks with other young people and adults. Following these discussions young people were provided with time to reflect upon their learning and, if they so wished, to amend their local HAF+ framework. On the second day, ninety-eight delegates from across national and local government, sport organisations, businesses, schools, colleges, NGO's, learned Societies, national foundations and charities were invited to listen to the young people pitch their HAF+ designs and ask the young people questions. A full recording of the national workshop and a gallery of materials and outputs are freely available at: [www.northumbria.ac.uk/holidayprogrammes](http://www.northumbria.ac.uk/holidayprogrammes)

### *Day 1*

The day started with a sharing session. Each local area was represented by both young people and adult stakeholders. Based on the outcomes of the local workshops, we printed out a selection of the character cards, and the illustrated HAF+ programme ideas and building which were displayed in the workshop room.



*Figure 17: Young people from Gateshead working at the national sprint.*



Figure 18: Young people from Brent, London, working at the national sprint.



Figure 19: Young people from Northumberland working at the national sprint.

This enabled the young people to re-familiarise with their designed programme as well as use the boards as visual prompts to communicate their specific programme to the other groups. The young people were encouraged to use the sharing session to identify what might be missing or need to be strengthened in their programme. They were asked to fill in a HAF+ framework template that drew out implicit Values, Principles and Features (such as delivery, decision-making and evaluation) of their programme (Figure 17).



*Figure 20: Young people sharing ideas at the national sprint.*



*Figure 21: Young people from Birmingham working on a national HAF+ framework.*

Having these elements openly discussed and agreed on by the young people enabled the researchers to start building a general framework that could be used to inform a national HAF+ framework. The adults in parallel were asked to review different models of delivery based on the discussions and outputs from the local workshops. The aim was to identify which models of delivery were missing or could be extended. The morning activities thus gave us a consolidated HAF+ framework and validated local models of delivery and engagement. The adults and young people came together in the afternoon session to collaboratively reiterate their local HAF+ framework, taking into account the agreed Values, Principles and Features and considering how frameworks could be operationalized and implemented through the available local assets.



*Figure 22: Young people and adults from Gateshead at the National Sprint.*

### *Day 2*

Firstly, the invited speakers were asked to briefly talk about the importance of incorporating the voices of young people in programmes designed for young people. Following the speakers' presentations, the young people were invited to showcase their HAF+ frameworks, associated outputs and ideas to invited delegates.



*Figure 23: Delegates engaging with the young people from the Borough of Brent, London.*

Delegates were invited to visit each local area (positioned at different points in the room) to find out more about the locally co-designed HAF+ programmes. For the young people, it offered them an opportunity to present their ideas directly to stakeholders and share what it's like to be a young person in their local area (figures 23- 26).



Figure 24: Delegates studying the HAF+ framework for Birmingham.



Figure 25: A delegate in conversation with a young person from Gateshead.



*Figure 26: Young people from Northumberland sharing their ideas with delegates.*

The aim of the day was not only to generate the beginnings of a HAF+ framework that truly represented young people’s voices but also to ask for commitments from the delegates on what they could do to support. Delegates were given pledge cards when they arrived and were encouraged to fill this in before leaving the event. In total 120 pledge cards were collected. The purpose of the pledge cards was to start identifying what commitments are required to move towards a HAF+ provision.

Based on outcomes from the previous day, the research team conducted affinity analysis (Holtzblatt, Wendell & Wood, 2005) where the data are clustered based on similarities and type to develop a consolidated HAF+ Framework bringing together outcomes from the four local areas (Figure 27).

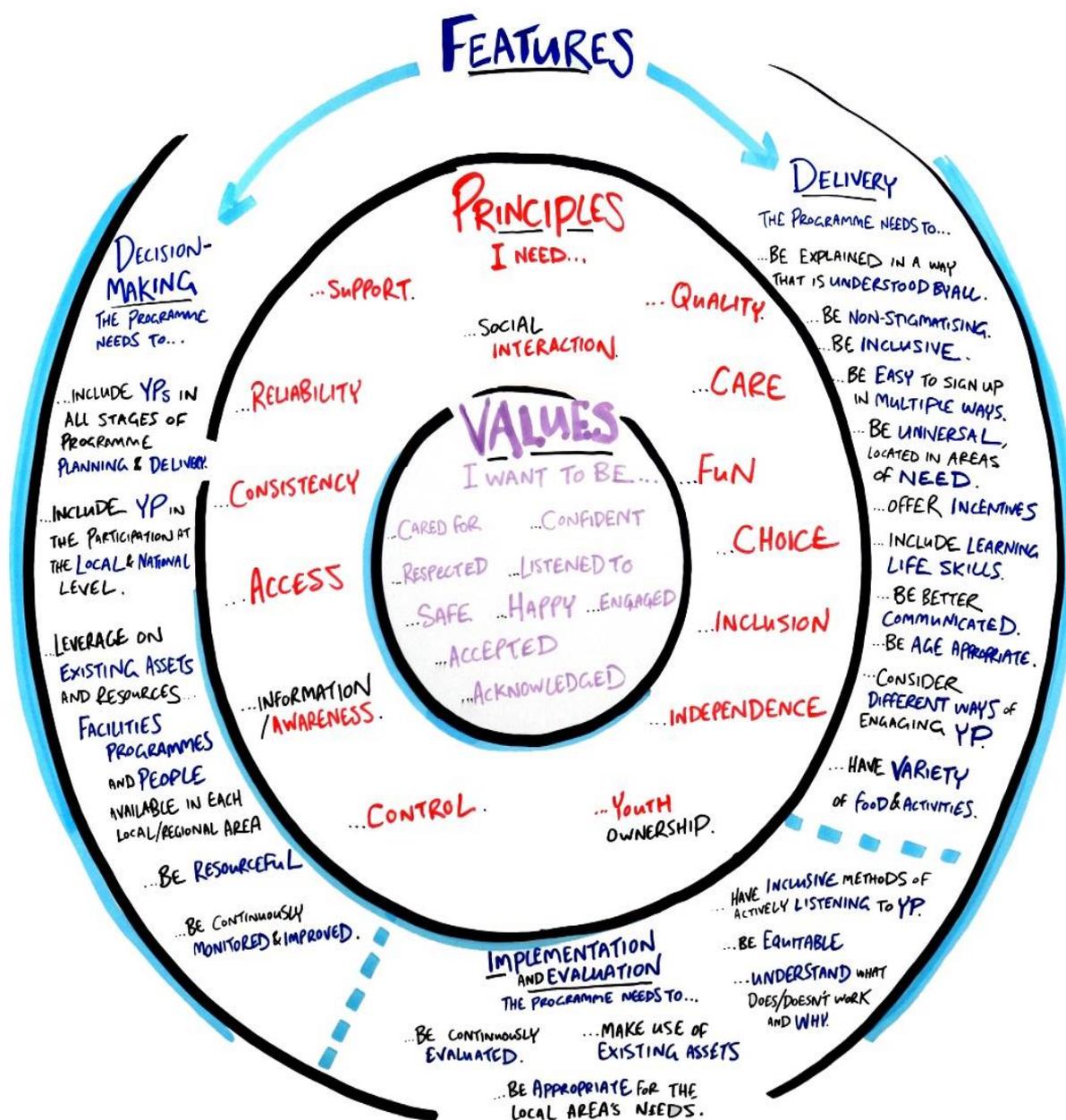


Figure 27: The consolidated HAF+ national framework

We concluded the day by having an open sharing session involving all participants, and asking participants to share what they have learnt from the project and what actions they were going to take away with them.



*Figure 28: Young people and adult stakeholder celebrating the close of the National Sprint*

## Post Project Actions

Following the HAF+ national sprint a number of actions have taken place at both the local and national level. At the local level, all partner organisations involved in this project have continued to have discussions with relevant youth boards, other young people, and key stakeholders, including government, charities, universities, and businesses on actions that can be undertaken towards implementing their local co-designed HAF+ framework. The national HAF+ framework provides an agreed, consolidated HAF+ framework (e.g. features, principles etc.) for all local authorities. However, this framework also provides flexibility in ways of working and delivery at the local level. For example, in accordance with the young people's HAF+ frameworks, there are different priorities across the four localities, based on the needs of the young people and existing local assets (e.g. a priority in Gateshead is access to free transport). Importantly the young people's HAF+ frameworks have supported local authorities and partner organisations to think differently about what young people need and how to work with young people to co-produce programmes. Whilst the actions taken by partners will be presented individually, it should be noted that all partners are sharing information and learnings with each other and young people at all stages in the development of their HAF+ offer for young people.

### *Mayor's Fund for London*

“Based on the outcomes of the design sprints and our own research with Kitchen Social hubs and young people, Kitchen Social have begun implementing a range of new options at Kitchen Social hubs from new hub locations in communities to ensuring their current hubs are the right vibe for young people (e.g. partners supporting to redesign and paint a hub). Furthermore, Kitchen Social has begun to establish links to employability opportunities through the MFL employability programmes Creativity Works and Access Aspirations; an excellent example of cross-programme working.

Alongside employability, there is an increasing focus on life skills – with Kitchen Social offering cooking sessions with community chefs and putting community food boxes into hubs so young people can cook together and learn life skills with peers and their families. Kitchen Social are also working with growing partner projects including pot gang and tower gardens to ensure food can be grown and then eaten on site. We are also bringing in community partners such as the London Fire Brigade, NHS health check services, Metropolitan Police, financial experts from Debt Free London, Thrive, Citizen Advice Bureau, and Young Minds to provide young people with community resilience and trust and to create more inclusive communities that can provide support with the COL crisis and mental wellbeing. In addition, Kitchen Social are launching an online platform through our website for community organisations and families with links to support to get active, support and training around finances, mental wellbeing toolkits, food and cooking resources. We are also ensuring every Kitchen Social hub and young person is able to access food to be taken home, so they can make healthy meals at home with their families. To support families further, the Mayor of London has just announced a £3 million fund for a partnership between The Felix Project and Mayors Fund for London this will enable 7 million more meals to be provided through the holidays using both surplus food to stop food waste (pre-cooked to support families with energy crisis) and Take & Make boxes which families can cook at home. These products will have QR codes on every meal for families to access cooking information for the recipes, videos and nutritional educations through games/activities”.

*-Jade Harris, Head of Programmes and Campaigns (Food and Wellbeing), Mayor's Fund for London*

### *Gateshead Council:*

“Following on from the inspirational work of young people from Gateshead in which they co-designed, with adult stakeholders, a very distinctive HAF+ programme for young people, Gateshead Council, NUFC Foundation and Northumbria University began working on planning the implementation of the young people’s designs by bringing together anchor institutions from across Gateshead/Newcastle with the aim of delivering a HAF+ pilot project across the summer 2023. Forty teenagers will be recruited to participate in the pilot programme which will run for 4 weeks: 31<sup>st</sup> July – 25<sup>th</sup> August 2023 (24 days Mon - Sat). The young people involved will manage their own independent programme of activities, making their own decisions on what activities to engage or attend. This will be facilitated by an online calendar of events live on Gateshead Council’s website and a Teenage HUB located in Gateshead that they can visit twice a week to pick up tickets, further information, additional support and discuss their plans with peers and adults. The HAF+ offer will include a 7 day all zones Tyne & Wear travel pass that will enable the young people to independently travel to all the venues within Gateshead programme offer. The menu of activities will include, ice skating, ten pin bowling, trampolining, cinema tickets, Whickham Thorns [Outdoor Activity Centre] away day, hairdressing and makeup event, Gateshead Go Card (28-day membership), Beamish [Living History] Museum annual membership, National Trust annual membership, Newcastle United Football Club Foundation visits, Northumbria University visits with career advice and support options and training opportunities with Society Matters part of Gateshead Citizens Advise. The food element of the programme will be provided by Greggs who have been working with a nutritionist from Northumbria University to develop healthy lunch options for the HAF+ programme”.

*-Brian Kielty, HAF Lead – Gateshead Council*

### *Northumberland County Council/Leading Link*

“Firstly, one of the HAF+ designs highlighted that a number of young people had a passion for fishing, but some young people could not afford to purchase fishing tackle and the associated fishing permit. Leading Link [young people’s charity] accessed funding to purchase five rods and other relevant tackle. To embed within local neighbourhood provision, a local youth provision in Prudhoe has taken ownership of the equipment to ensure the equipment is

available to all that wish to use it and that it remains in good working order. They have also now bought a fishing permit. Secondly, Leading Link has identified a group of teenagers who are not accessing anything now but want to do something with their friends. This group of teenagers live in the second most densely populated area of Northumberland that is also an area of high deprivation. The Governments Levelling Up fund via Northumberland County Council together with Coalfield Regeneration covered the cost of hiring a 3G [sports] pitch and a coach and Leading Link developed relations with them so they could then start to plan what they would like to do next within a set budget. They have planned, promoted, and will attend a paintballing session during the Easter holidays, working alongside some of the young people who attended the Northumberland HAF+ Sprint using funding from the National Lottery via NE Child Poverty Trust. We are hoping that this event will result in a growth in confidence, and if the event goes well then there is an opportunity for them to plan further events during the summer holidays, again within a budget under HAF+ Leading Link and Northumberland County Council are also planning on giving training in Safeguarding, Health and Safety and First Aid to begin with and then further training if relevant. Leading Link are also asking young people to plan events within their local community centre which currently is not being accessed by teenagers. It has been intriguing that they do not want a 'youth club' but are very interested in organising activities for other young people within the centre on specific days which they do not perceive as a traditional youth club. During April or May 2023, the plan is to bring all the young people involved in the Northumberland County Council HAF+ local design sprint group together to a) bring them up update them on actions that have been taken and future plans and b) to see if they would like to design a week in the summer holidays for their local peers. This will be in six areas [of major population/activity access] across Northumberland where these young people live including Berwick, Ashington, Blyth, Cramlington, Prudhoe and Amble. The plan is that each area will have a different week in the summer and the rest of the group and Leading Link can support each of them and hopefully work in partnership with local providers. I am almost certain that this will lead to other softer outcomes too and we will be capturing their engagement through the Children's University Passport initiative. Children's University Trust partners with Skills Bridge and The Gatsby Benchmarks 2023 so they can reflect and see their growth and development whilst also preparing them for the world of work".

*-Lyn Horton, CEO Leading Link*

### *Street Games/Birmingham City Council*

“Following the local and national design sprints and further youth voice insight, young people from Birmingham have continued to advocate the need to explore youth provision during holiday period through a different lens and have started to work with the local authority and local delivery partners to implement new ways of working.

Since the design sprints, young people are now represented on the Bring it on Brum (HAF) programme Steering Group and are advising on plans for increased engagement and how youth voice should be at the heart of co-designed activity. The young people involved in the design sprint feel especially passionate about holiday provision and are committed to influencing and making change across the city. The initial plan is to reunite all of the young people involved in the local sprint to share with them what is starting to change as a direct consequence of their input. This group of 11 young people will be the change makers behind the programme in Birmingham – Bring it on Brum!

The outcomes of the design sprints have already enabled change across the city through the HAF programme in winter 2022. Some of these pilots included free of charge access to swimming and the gym across the city’s leisure service provision based on the feedback that older teens wanted to see access to independent activity. One of the most important outcomes for young people in Birmingham was developing new skills and experiences in relation to future employment and careers. Young people have helped in the design of a 2023 pilot ‘HAF Club University’. The concept of the pilot is to provide young people with the environment to gain employability skills, to gain an insight into a number of industries and sectors, with hands on experience and learning. Easter 2023 saw the first of the pilots focussing on business and digital skills. Supported and delivered by Aspire 2Be, Digitall, and Amazon, 50 young people from 5 local organisations have started their learning journey. The young people will develop tools and skills along the way, resulting in a ‘Dragon’s Den’ style event where they will pitch their social action project for delivery. The programme will engage young people during the holiday periods and beyond, finishing with a celebration event in July 2023. The pilot is also accredited by ASDAN, meaning that the young people will achieve a recognised qualification. Alongside this initial pilot, over the summer, similar programmes will

run with a focus on sport, physical activity and leisure, future careers and artificial intelligence and events, hospitality and catering.

We have also developed new relationships with universities to further raise aspirations of young people. Aston University are hosting the business and digital skills pilot, the University of Birmingham hosted a raising aspirations event during Easter 2023 and have further events planned for later in the year, and over 50 young people attended a residential at Oriol College, Oxford during Easter 2023.

Birmingham City Council through their 'Change for Children' plan are developing youth inspectors to quality assure youth provision and young commissioners that will also support the appraisal of grant applications for the HAF programme”.

*-Jenny Carter, Street Games and HAF Coordinator for Birmingham*

#### *Feeding Britain*

“Feeding Britain has taken three actions in an attempt to embed across England the outstanding ideas and practice that emerged from this process. First, in contributing to progress at a national level, the organisation is co-drafting, with the Healthy Living Lab, a HAF+ policy framework for use by the DfE and local authorities. Second, it is dedicating a large segment of a HAF Alliance conference to this important work, with a direct influence on HAF co-ordinators' forward plans. Third, it is through bulletins, webinar events, and one-to-one stocktake discussions, sharing the ideas and practice across its network of 72 regional and local partnerships which are involved in holiday provision”.

*-Andrew Forsey, Director of Feeding Britain*

#### *Progress at the national level*

At the national level, the young people who attended the local design sprints have met up and continue to be thought leaders and act as agents of change in their local areas. Young people representatives, accompanied by adult stakeholders attended a meeting with the HAF team at Department for Education (DfE) in London. This meeting provided the young people with the opportunity to present and discuss their ideas in detail, enabling DfE staff to actively listen to the young people and discuss policy recommendations and the sharing of good practice regarding HAF+ across England.

Further information, materials, presentations, films, podcasts, and photographs relating to this project are freely available at [www.northumbria.ac.uk/holidayprogrammes](http://www.northumbria.ac.uk/holidayprogrammes)

## Acknowledgements:

We would like to acknowledge our partners and funders:



And our supporters at the National Sprint

Baroness Boycott; Peter Bakare, CEO NutriTroops; Paul Jenkins, CEO League Leaders; James Moore, CEO Co-Ordinate Sport; & Praise Oluro, Campaigner for Bite Back 2030.

We would also like to acknowledge the expertise and input from all stakeholders involved in this project but especially the knowledge, expertise, and input from all the young people who participated in this project.

## References

- Active Lives, Children and Young People Survey 2020/2021. Year 4 Technical Note. Published December 2021. Available online: [Active Lives | Sport England](#)
- Brandt, E., Binder, T. & Sanders, E.B-N. (2013). Tools and techniques: Ways to engage telling, making and enacting. In J. Simonsen & T, Robertson (Eds). Routledge International Handbook of Participatory Design (pp.145-181). London: Routledge
- Childwise online survey (September 2022). Children's experiences of food poverty in England. Available online: <https://foodfoundation.org.uk/initiatives/food-insecurity-tracking#tabs/Round-11-/Survey-of-children>
- Crilley, E., Brownlee, I., & Defeyter, M.A. (2022). The diet of children attending a holiday programme in the UK: Adherence to UK food-based dietary guidelines and school food standards. International Journal of Environmental Research and Public Health, 19,55. Available online: <https://doi.org/10.3390/ijerph19010055>
- Defeyter, M.A., Stretesky, P.B., & Long, M.A. (2019). Holiday hunger: The government must remove the inequalities in children's access to holiday clubs. The BMJ Opinion (October 23, 2019). Available online: <https://blogs.bmj.com/bmj/2019/10/23/holiday-hunger-the-government-must-remove-the-inequalities-in-childrens-access-to-holiday-clubs/>
- Defeyter, M.A., Finch, T., Crilley, E.S., Shinwell, J., & Mann, R. (2022). Understanding the implementation of the holiday activities and food programme in the North East of England using normalisation process theory. Available online: [Frontiers | Understanding the implementation of the holiday activities and food programme in the North East of England using normalization process theory \(frontiersin.org\)](#)
- Defeyter M.A., von Hippel P., Shinwell J., Mann E., Henderson E., Brownlee I., Pepper G.V., Stretesky P., Long M., McKenna J., Daly-Smith A., Lalli G., Bundy D., and Drake L. (2020) Covid-19: Back to School, Rebuilding a Better Future for All Children. A submission (CIE0042) to the Education Select Committee inquiry on The impact of COVID-19 on education and children's services. Available online: <https://committees.parliament.uk/writtenevidence/3787/pdf/>
- Department for Education (2022). Evaluation of the 2021 holiday activities and food programme - GOV.UK (www.gov.uk). Available online:

<https://www.gov.uk/government/publications/evaluation-of-the-2021-holiday-activities-and-food-programme>

Department for Work and Pensions (2023), *Households below average income (HBAI) statistics*. Available online: <https://www.gov.uk/government/collections/households-below-average-income-hbai--2>

Food Foundation (2022) -Available online: <https://foodfoundation.org.uk/publication/new-data-show-4-million-children-households-affected-food-insecurity> [Accessed 12th January 2023].

GOV.UK (2023) – Available online: <https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021> [Accessed 4<sup>th</sup> January 2023].

Gunnell, D., Kidger, J., & Elvidge, H. (2018). The adolescent mental health in crisis. *BMJ*, 361, [k2608]. Available online: <https://doi.org/10.1136/bmj.k2608>

Holtzblatt, K., Wendell, J.B., Wood, S.: *Rapid Contextual Design*. Morgan Kaufmann, San Francisco (2005)

Knapp J, Zeratsky J, Kowitz B (2016) *Sprint: How to solve big problems and test new ideas in just 5 days*. Simon and Schuster, New York

Long, M. A., Defeyter, M. A., & Stretesky, P. B. (2021). *Holiday hunger in the UK: Local responses to childhood food insecurity*. Routledge. Available online: <https://doi.org/10.4324/9781003029977>

Long, M.A., Stretesky, P.B., Crilley, E., Sattar, Z., & Defeyter, M.A. (2021). Examining the relationship between child holiday club attendance and mental wellbeing. *Public Health in Practice* 2, 100122. Available online: <https://www.sciencedirect.com/science/article/pii/S2666535221000471?via%3Dihub>

Mann, E., Long, M., Stretesky, P., & Defeyter, M.A. (2018). A question of justice: Are holiday clubs serving the most deprived communities in England? *Local Environment*, 23:10. 1008-1022.

Mann, E., Widdison, C., Sattar, Z., & Defeyter, M.A. (2021). Procurement and delivery of food at holiday provision clubs. *Journal of Agriculture, Food Systems, and Community Development*. 1-13. Available online: <https://doi.org/10.5304/jafscd.2021.111.002>

- Mann, E., Widdison, C., & Defeyter, M.A. (2020). Implementing Holiday Provision Programmes; A qualitative Investigation of the Experiences of Senior Stakeholders. *Open Journal of Social Sciences*, 8,7. Available online: <https://www.scirp.org/journal/paperinformation.aspx?paperid=101732>
- OECD. *Innovative Citizen Participation and New Democratic Institutions: Catching the Deliberative Wave*; OECD Publishing: Paris, France, 2020.
- Round, E. K., Shinwell, J., Stretesky, P. B., & Defeyter, M. A. (2022). An exploration of nutritional education within the Holiday Activities and Food programme in England. *International Journal of Environmental Research and Public Health*.19,4, p.,2398. Available online: [IJERPH | Free Full-Text | An Exploration of Nutritional Education within the Holiday Activities and Food Programme in England \(mdpi.com\)](#).
- Shinwell, J. & **Defeyter, M.A.** (2017). Investigation of summer learning loss in the UK: Implications for holiday club provision. *Frontiers in Public Health*, 5, 270. Available online: <https://www.frontiersin.org/articles/10.3389/fpubh.2017.00270/full>
- Shinwell, J. & **Defeyter, M.A** (2021). Food insecurity: A constant Factor in the Lives of Low-Income Families in Scotland and England. *Frontiers in Public Health*. Available online: <https://doi.org/10.3389/fpubh.2021.588254>
- Shinwell, J., Finlay, E., & Defeyter, M.A. (2021). Holiday Club Programmes in Northern Ireland: The Voices of Children and Young People. *International Journal of Environmental Research and Public Health* 18 (3), 1337. Available online: <https://www.mdpi.com/1660-4601/18/3/1337>
- Stretesky, P., Defeyter, M.A., Long, M.A., Sattar, Z., & Crilley, E. (2020a). Holiday Clubs as Community Organizations”. *Annals of the American Academy for Political and Social Science*, Vol. 69, 1. Available online: <https://doi.org/10.1177%2F0002716220917657>
- Stretesky, P.B., Defeyter, M.A., Long, M.A., Ritchie, L.A., & Gill, G.A. (2020b). Holiday Hunger and Parental Stress: Evidence from the North East of England. *Sustainability*, 12(10): 4141. Available online: <https://doi.org/10.3390/su12104141>
- Vitale, M., Crossland, S., Shinwell, J., Stretesky, P., **Defeyter, M.A.**, Brownlee, I. A. (2023). The nutritional quality of food provision at UK Government funded holiday clubs: a cross-sectional analysis of energy and nutrient content. *Nutrients*, 15(8), 1937. Available online: <https://www.mdpi.com/2072-6643/15/8/1937>

