

# Magic Breakfast Scotland: Rights-Based Engagement Workshops

## Invitation to Tender (ITT) and scope of work

### About Magic Breakfast

Magic Breakfast is a registered charity committed to ensuring that no child or young person in the UK is too hungry to learn. We provide free, nutritious breakfasts to pupils in schools across Scotland and England and advocate for systemic change to end morning hunger for good. Our work is grounded in evidence and informed by the voices of children and young people.

Magic Breakfast has a strong track record of influencing policy at both UK and devolved levels, including securing commitments for breakfast provision in primary and ASN schools in Scotland. This project seeks to build on that success by aligning with Scotland's incorporation of the UN Convention on the Rights of the Child (UNCRC), ensuring our advocacy is rights-based and future-proofed.

### Project Scope

#### Overview

Scotland is implementing the incorporation of the UNCRC into domestic law, placing a legal duty on public bodies to uphold children's rights. Yet many children and young people begin their school day having experienced potential infringements of those rights, including the right to food, education, health, and to be heard.

When children start school hungry, their ability to learn and thrive is compromised. A nourishing breakfast is more than food – it's a calm, consistent start, a sense of belonging, and often the reason a child walks through the school gates. Evidence shows school breakfasts improve attendance, behaviour, health, and attainment, and for older pupils, the benefits extend even further, reducing inequalities and shaping future opportunities. The articles of the UNCRC are clear, yet these rights might not be realised before a pupil can even reach the school breakfast table (barriers might include poverty, transport, stigma, and family circumstances).

This project, The Morning We Make (MWM), is a children's rights-based research and advocacy initiative exploring how these rights are potentially compromised during the morning hours and how morning experiences vary across Scotland's communities. The project will focus on children and young people between Primary 6 and Secondary 2 – a key transition period where Government commitments often stop and gaps in support widen. Understanding this stage is essential to ensure rights and access do not fall away during this shift from primary to secondary school.

The project will centre lived experience, amplify community voice, and co-produce policy recommendations aligned with UNCRC articles. Magic Breakfast will lead on strategy and

coordination, but external expertise is required to design and facilitate participatory engagement workshops with children and young people. We seek to commission a Scottish-based consultancy to deliver these workshops in alignment with best practice in rights-based engagement.

This work is strategically timed to influence the priorities of the next Scottish Government following the 2026 election and will feed directly into Magic Breakfast's advocacy with the new Government. The insights generated will also strengthen sector-wide approaches to the root causes of morning hunger.

The project shall answer the primary research question: **In what way do current policies (or the lack thereof) risk the rights of children and young people not being met between waking up in the morning and starting their first lesson of the day, with specific reference to geographical and socio-economic diversity, school breakfast provision, the school food system, and the transitory P6-S2 age group?**

## Objectives

- **Rights-based engagement:** Ensure all activities reflect UNCRC articles and empower children and young people to shape policy recommendations.
- **Lived experience:** Capture diverse perspectives from urban, rural, and island communities across Scotland.
- **Policy influence:** Generate insights, ideas, and opinions that inform Magic Breakfast's advocacy with the next Scottish Government. Provide an understanding of the challenges faced by children and young people in Scotland in order to provide practical solutions and suggestions to address these.
- **Co-design:** Collaborate with Magic Breakfast's Policy and Public Affairs, Campaigns and Impact, Insight & Innovation teams to maintain consistency with project objectives.

## Key Components

### Workshop design and facilitation plan

Develop a comprehensive plan for participatory workshops that reflects UNCRC principles and best practice in rights-based engagement. Ensure accessibility and inclusivity for children and young people (Primary 6-Secondary 2) across diverse Scottish contexts.

### Research questions:

Workshops should be designed around the primary research question and align with project themes. This should include considering, but not limiting research to, the following questions:

#### Socio-economic differences

- How do morning experiences differ for children and young people in areas of high deprivation compared to more affluent communities?
- How do children and young people perceive the ways in which their families prioritise morning routines when resources are limited?

#### Geographical and resource differences

- What barriers exist for children and young people in rural or island communities in accessing a calm and nourishing start to the day?
- How do transport and distance to school affect morning experiences and rights?
- What role do local services (e.g. breakfast clubs, community support) play in shaping morning routines?

## Rights and participation

- How do children and young people perceive their right to food and education in the context of their morning routine?
- Do children and young people feel their voices are listened to and acted upon when decisions about school food or morning support are made?
- What does a "rights-respecting" morning look like from a child or young person's perspective?

## Transition from primary to secondary

- What changes do children and young people experience when moving from primary to secondary school which affect their rights and wellbeing?
- How does the loss of breakfast provision at secondary level impact pupils' sense of belonging and readiness to learn?
- What support do children and young people think is needed during this transition to uphold their rights?

## Community and belonging

- How do morning experiences influence a child or young person's sense of inclusion and participation in school life?
- What role does breakfast provision play in creating a positive school culture and reducing stigma?
- How do children and young people describe the emotional impact of starting the day hungry versus nourished?

## Solutions and policy ideas

- What changes would children and young people like to see to make mornings better and fairer?
- How do children and young people think that the government can ensure every child's right to food and education is upheld in practice?
- What practical steps do children and young people believe could reduce barriers to accessing breakfast and morning support in their community?

## **Delivery of workshops across Scotland**

Facilitate workshops in schools capturing lived experiences from urban, rural, and island communities. Recommended locations: Dundee, Brechin, Kirkcaldy, Edinburgh, Ayr, Glasgow, Isle of Skye, and Inverness.

In each location, Magic Breakfast expects one primary school workshop and one secondary school workshop, which equates to approximately 16 workshops in total if all locations are used.

Magic breakfast recommends between 12 and 25 children and young people per workshop, as grounded in Hart and Lundy's participation theories<sup>1</sup>. Representation should include gender-balance, socio-economic diversity (including pupils eligible for Free School Meals), and inclusion of pupils with additional support needs to ensure voices from different backgrounds are heard.

Consultants should propose the number of workshops and participant sample size, ensuring

---

Hart's Ladder of Participation (1992) and Lundy's Model of Participation (2007):

- Hart's Ladder emphasizes moving beyond tokenism to child-initiated, shared decision-making. Groups that are too small (<8) lack diversity, while very large groups (>25) dilute individual voices, making genuine influence harder.
- Lundy's Model operationalizes UNCRC Article 12 through Space, Voice, Audience, and Influence. Mid-sized groups (12–25) allow facilitators to create inclusive spaces, ensure every child's voice is heard, and provide meaningful influence, conditions that become difficult in very large groups.

meaningful engagement.

## Summary report

Produce a detailed report synthesising qualitative data from workshops, highlighting key themes, rights-based issues, and geographic variations. The summary report should be rich with quotes and case studies, showcasing the diverse voices and experiences of the children and young people participating. The consultancy should also propose mechanisms for sustaining engagement beyond the project lifecycle, ensuring a feedback loop so that children and young people's voices continue to inform advocacy and policy development.

## Roles & responsibilities

Consultant responsibilities	Magic Breakfast responsibilities
<ul style="list-style-type: none"><li>• Contact schools and secure participation.</li><li>• Obtain consent for data use and ensure compliance with safeguarding and ethical standards.</li><li>• Collect qualitative data, including quotes and stories.</li><li>• Share all data with Magic Breakfast.</li><li>• Produce a summary report.</li><li>• Facilitate access to school contacts post-project for launch event invitations and updates on outcomes.</li></ul>	<ul style="list-style-type: none"><li>• Act as overall project manager, ensuring timelines and deliverables are met.</li><li>• Collaborate on workshop design and provide strategic oversight.</li><li>• Provide one staff member to attend each workshop alongside one consultant team member, ensuring safeguarding and cost-efficiency.</li><li>• Support facilitation during workshops where appropriate.</li><li>• Oversee quality assurance of outputs.</li></ul>

## Timeline & Deliverables

Tender published: 8<sup>th</sup> January 2026

Deadline to Respond: 8<sup>th</sup> February 2026

Consultant appointed: 20<sup>th</sup> February 2026

Kick off meeting with Magic Breakfast: 2<sup>nd</sup> March 2026.

Final Report: September 2026

## Budget

Magic Breakfast welcomes proposals with varying cost parameters based on the outcomes able to be offered. Currently, Magic Breakfast has a scoped budget of £10,000 including materials, expenses, and VAT.

## Consultancy requirements

- Demonstratable experience in rights-based engagement and participatory methodologies.
- Strong understanding of UNCRC articles and their application in Scotland.
- Familiarity with the Lundy Model of child participation, ensuring workshops provide space, voice, audience, and influence for children and young people.
- Proven track record of working with children and young people in diverse settings, recognising the unique challenges of pupils moving from primary to secondary education.
- Ability to deliver high-quality analysis and reporting.
- Based in Scotland or with significant Scottish presence, as knowledge of Scotland's education and child poverty landscape is essential.

Applications will be considered based on the above criteria alongside value for money and alignment with Magic Breakfast's values, ethos, and [strategy](#).

## Application Specifications

Tender applications should be limited to four sides of A4 – not including cover pages or consultant or organisational CVs – and be formatted in .doc, .doc .odt or .pdf

Tender applications should include but not be limited to

- Locations of research workshops
- Detailed project timeline
- Itemised project budget

## Intellectual property

All intellectual property, workshop structures, and data generated as a result of this project will be owned by Magic Breakfast.

## Safeguarding, ethics, and risk

Consultants must detail safeguarding measures for engaging children and young people, including consent processes, data protection compliance, and adherence to ethical standards in participatory research. Identify potential risks (e.g. low participation, logistical challenges, safeguarding breaches) and detail mitigation strategies to ensure project delivery and integrity.

## Stakeholders to be involved

**External:** Schools and community organisations, Scottish Government.

**Internal:** Magic Breakfast staff, including with our school-facing engagement team.

## Key Magic Breakfast contacts

**Project lead:** Emma Murphy, [emma.murphy@magicbreakfast.com](mailto:emma.murphy@magicbreakfast.com)

**Scotland Policy & Public Affairs Manager:** Finlay Allmond, [Finlay.allmond@magicbreakfast.com](mailto:Finlay.allmond@magicbreakfast.com)

**Head of Policy & Public Affairs:** Natalie Dilworth, [Natalie.dilworth@magicbreakfast.com](mailto:Natalie.dilworth@magicbreakfast.com)

**Evaluations Manager:** Dr Claire Rosato-Scott, [Claire.rosato-scott@magicbreakfast.com](mailto:Claire.rosato-scott@magicbreakfast.com)

**Head of Impact & Insights:** Dr Ben Dunn, [ben.dunn@magicbreakfast.com](mailto:ben.dunn@magicbreakfast.com)

**Campaigns Manager:** Kathy Voss, [Katharine.voss@magicbreakfast.com](mailto:Katharine.voss@magicbreakfast.com)