

# Food Literacy PAR Development Project Report

June 2014



This report is produced by the Capital Region Agriculture Initiatives Roundtable (CRFAIR) in partnership with Institute for Studies and Innovation in Community-University Engagement (ISICUE) at the University of Victoria.

We would like to thank the following for their contributions to the exploratory phase of the project and to the report:

The Food Literacy PAR Project Advisory (Appendix A)  
The Food Literacy Team (Appendix A)

Special thanks to our community partners for their lead work on the community forums:  
**Tracy Horner Cullen** - Connecting for Healthy Food in Schools Network (Island Health)  
**Fiona Devereaux** - Feasting for Change Initiative (Island Health)  
**Aaren Topley** - Food Literacy World Café (CRFAIR)

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### **The Food Literacy PAR Project**

The purpose of our project is to support the development of a community culture where quality, culturally appropriate nutritious food is accessible to everyone; where the healthy choice is the easy and ethical choice; where supporting local ecological agriculture practices and local food producers is a priority; where there are strong social connections leading to improved mental and physical health of the population; and, a commitment to a healthy, vibrant and regenerative ecosystem are embodied in policy, institutional practice, and everyday life.

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# Background

In the spring of 2013, 47 community agencies, health practitioners, government representatives and funders came together through a process to create a “Collaborative Roadmap for Achieving Community Food Security in the Capital Region” that was led by the Victoria Foundation. Food Literacy was identified as one of the core capability areas where efficient and effective action must occur in order to reach our goals for achieving food security in the region. These conclusions supported the findings of a 2013 study that was designed by the Community Food Literacy Working Group. This study provided a qualitative overview of the breadth of Food Literacy programs in the region, as well as uncovered how organizations were working together, what some of the gaps and opportunities were, and some possible next steps for strengthening these initiatives.

The Community Food Literacy Working Group was expanded and came together with the School of Public Health and Social Policy, and the Institute for Study and Innovation in Community-University Engagement to initiate the Food Literacy Participatory Action exploratory project. The goal of this project was to advance our understanding of how to strengthen community food literacy in the Capital Region.

Guided by a Food Literacy Advisory Group (Appendix A), the University of Victoria and CRFAIR (Capital Region Food and Agriculture Initiative Roundtable) launched the PAR project. The two basic elements were to explore what was established in academic work and literature as well as learn from the community in our region about food literacy and collaborative processes.

*Food literacy is the ability to understand food and to develop a positive relationship, food skills and practices across the lifespan in order to navigate, engage and participate within a complex food system, making decisions to support the achievement of personal health and to support a sustainable food system considering environmental, social, economic, cultural, and political components (Horner Cullen et al., 2014).*

## The Food Literacy PAR Project: Exploratory Project Questions

Through the exploratory phase for the project we wanted to explore the following questions:

- How does academia define food literacy and how do local organizations and communities understand food literacy?
- What organizations/initiatives undertake food literacy work, how do these organizations work together? What are their successes and challenges in doing so?
- What can be done to increase our effectiveness through collaboration, and increase individual and collective capacity?

# Academic Grounding

In the first phase of the project we undertook background research and literature reviews. The following papers summarize what we learned and are available for download through [www.crfair.ca](http://www.crfair.ca):

***The Scope of the Foodscape: Food Literacy with Greater Victoria, B.C. – Aaren Topley, 2013***

This paper was written in 2013 with the intent to present an overview of the current food literacy environment within Greater Victoria, British Columbia, Canada. The paper includes an inventory of food literacy initiatives in the regions and a definition of food literacy.

***At The table: A Case for Food Literacy Coordinator – Aaren Topley, 2013***

This report was written in 2013 and included the research found in *The Scope of The Foodscape*, along with the 15 interviews of community members who provided food programming through their work. The report concludes with recommendations for advancing food literacy within the Capital Regional District.

***Food Literacy Literature Review - Rosanna Sheppard & Wanda Martin, 2014***

This report provided an in-depth literature review of term food literacy and how it applies to different settings. The literature review “search resulted in 50 papers for a full review, 30 papers defined food literacy, and of that, five with frameworks or conceptual models, and nine met our criteria for food literacy programs or interventions. This included seven technical research reports that were not published in peer-reviewed journals. The remaining papers discussed food literacy as a concept” (Martin & Sheppard, 2014).

The Food Literacy Literature Review gave us insights on the term food literacy and the research conducted to date:

- There has been limited work done on food literacy in academia but it is a growing field and we found much more robust work in the grey literature.
- Food literacy programs are largely targeted at school-aged children and youth considered to be “at risk”.
- Evaluations of food literacy programs are largely done through pre and post-tests and psychosocial questionnaires. Formative evaluations tend to use qualitative methods.
- Curriculum-based frameworks, such as the Scottish Food Competency Framework (Pendergast, Gravis, & Kanasa, 2011) and the Agriculture Literacy Food and Fiber framework in the US (Hess & Trexler, 2011) offer examples of ways to directly expose children to the importance of gaining food knowledge
- The success of such approaches remains to be seen.

# The FoodARC Project

We also looked to other Food Literacy PAR projects and were fortunate enough to have contributions from Dr. Doris Gillis, a visiting member from St. Francis Xavier University, Nova Scotia. Dr. Gillis is a founding member of the The Food Action Research Centre or FoodARC, a research centre at Mount Saint Vincent University committed to research and action to build food security in Nova Scotia and beyond. We learned about how they had undertaken a long term project that was similar in its goals and objectives to our project, and valuable insights were gained. More information can be found at: [www.foodarc.ca](http://www.foodarc.ca).

## Community Forums

It is important for us to understand what was happening in terms of food literacy at the community level. Community feedback is vital in understanding the knowledge, skills and connections at work to bring about food literacy and food security. Understanding the gaps and opportunities that communities see will also help us understand how to strengthen work moving forward. . Given the resources and time available, the first phase of our work focuses on three specific communities that were identified by the Food Literacy Project Advisory, and held appropriately designed “community forums”. These three community forums were planned with our community partners. During the forums questions were asking in small working groups or in a large group discussion. The three community forums are:

1. Food Literacy World Café-community based food literacy work.
2. Connecting for Healthy Food in Schools-network meeting and survey.
3. First Nations Indigenous Foods Literacy-Feasting for Change community forum.

## 1. Food Literacy World Café

On February 17th 2014, a world café community forum brought together around 70 community organizers, policy makers, government employees, academics and everyone in-between. Below is a summary that captures key themes, issues of concern and areas of collaboration in moving forward that were identified.



*World Café and Long Table Lunch at the Downtown Public Market*

### 1.1 The Term Food Literacy

Many participants questioned the use of the term food literacy. Some said that the term needed to be clearly and simply defined for it to be useful in community work. Others found

‘food literacy’ too academic and was “being inserted [into] communities” making it a top-down term not a community generated term. Other participants found the term useful for practitioners in framing what we are trying to achieve and how we might work more collaboratively and effectively together. Programs and initiatives (such as community kitchens and gardening programs) could be seen within a food literacy spectrum.

Some participants stated that they prefer the term “food education” or “food skills and knowledge” to “food literacy”. Further exploration is required on if this term is being used in the community. We heard that whatever term is used, it needs to speak to citizens rather than educators if we plan on using it when working with communities to support public knowledge and connection to food.

## **1.2 Growing Communication and Resources**

A message from the forum was a need to build communication and resources. At every table participants highlighted the work of existing food literacy programs in the region, but participants noted a lack of integration and communication between initiatives. Some suggested forms of community sharing that could grow community-based communications and resources regarding food programming. During the group discussions it was repeatedly stated that there is need for an increase in sharing stories about the amazing work that is being done in the region. A common database detailing community activities, resources, experts and funding was requested by some. In addition, several participants said there is an important role for an individual, or organization within the CRD that can help with the sharing of knowledge, about what resources are in the community, and how to access them. Lastly, it was expressed that individuals want more shared access to equipment and facilities to support their food literacy work and programs.

## **1.3 The Importance of Increasing Equity**

Another theme that surfaced across many tables at the forum is the importance of increasing equity within organizing processes and our actions. This involves evaluating the lens in which we build community: Who is at the table? Who is missing? Who has influence in the process and why? We also heard that the programs and services that are being designed and delivered to build food literacy should be directly developed and evaluated by the people who they are aiming to support. We also heard that seeking out minority voices is important during our work and that we need to move past the understanding that food insecurity affects “more than just the people who access food banks”. Food literacy is tied to circumstance, culture, and resources and that each community and individual has unique needs and assets. It was suggested that we need to find ways to continue to increase citizenship and “allow people to take control and have a say in their food system.” Strategies discussed included encouraging “citizen-led and funded initiatives” using tools such as Kickstarter or increasing “urban farming.”

## **1.4 Building Collaboration and Partnerships**

Participants discussed a need to build collaboration and partnerships between food literacy initiatives, funders, governments, community members, non-profit organizations, businesses and schools.

Conversations around food and schools occurred at several different tables. It was suggested that we involved, or get involved with school boards, and find more ways to

incorporate food education into the curriculum. Along with schools, community centres are seen as fertile grounds for creating “clusters” for community collaboration.

Below are several comments by participants that either highlights barriers or opportunities to work collaboratively:

- While there is the desire to work together there is a lack of resources to take the time to share and meet.
- We need to avoid/let go of fiefdoms, ownership.
- There is a need to break down silos at all levels - i.e. cross government approach.
- Collaboration can vary greatly from community to community.
- Someone is needed to actually organize the opportunities for collaboration (either by topic or capacity development opportunity).
- What is needed to improve coordination and support to link our efforts?
- Look to how to better engage local governments, private sector and those outside our normal networks.
- Form committee of “DOERS” to lead the way.
- Undertake a joint project such as the 10% shift or a Tasting Bus in make cooking, eating local and growing food trendy and mainstream.
- We need a funded backbone organization like CRFAIR who can be the “glue” to develop skill building opportunities and forums for sharing; e.g., informal, monthly - open agenda for various topics.
- We need to create a variety of ways to communicate and have community conversations.
- There is a need to have a network and a space both virtual and concrete.

One participant felt that to move forward we need to “better organize a speakers’ bureau to share leadership; make a name and culture for the south island (be proud of our food identity); let’s take advantage of the structure of neighbourhoods; let’s bridge all of the champions to share and collaborate!” This enthusiasm and comment highlights an important part of this process: building on the efforts, resources and activities already existing and successful.

## **1.5 Policy**

Out of eight tables six of them brought up of policy, an underlining theme within many of the previously discussed topics. To create sustainable change it is important to have the proper policy (rules, regulation, protocol and standard practice in place) at all levels. While individual programs and actions are important having policy that provides a supportive environment for food literacy initiatives is considered very important over the long term.

We heard clearly that working collaboratively to determine what policy barriers exist, what policy is missing and what policy change needs to happen is important. We also heard that taking on a few small doable policy change targets and working together on them might be a good way to build our capacity for policy change while we actually start to tackle the policy changes that we feel are necessary.

## Recommendations for Policy Work Strengthen Food Literacy Efforts

**Schools:** Policy is needed that would integrate food across the curriculum as well as develop specific food related course work such as “home economics” for the 21<sup>st</sup> century. Also specific policy that would encourage food growing and local healthy food in school vending machines, hot lunch programs, and cafeterias.

**Local Government** would benefit from food literacy training for staff and elected officials. Official Community Plans could develop targets and measures related to food that include food literacy outcomes. A Food Policy Council or advisory could monitor and support this policy implementation.

**Provincial Government** policy projects that integrate education, health, and agriculture to achieve a policy framework that places food and health at its centre. This might take the form of a food system roundtable or working group from high level Ministry staff, as well as collaboration with a broader Provincial food system policy council. Ontario’s local Food Act may provide a viable example.

**Federal Government** level policy initiatives that were identified as important and related to this work were Food Labelling and Trade Agreements.

## 2. Feasting for Change

Feasting for Change is an intergenerational First Nations feast project that creates knowledge exchange among Indigenous youth and elders. On February 26<sup>th</sup> approximately 100 people came together to celebrate Feasting for Change and PEPAKEN HAUTW Blossoming Place Garden at the Tribal school. People came to celebrate the over 50 Feasts that have been held over the last seven years, and to share food and knowledge, and have a conversation around what has been learned and next steps. The conversation included people from the Peninsula Nations, the CRD, Island Health, LifeCycles, CRFAIR, the Food Literacy PAR Project and Vancity Credit Union.

Below is a summary of several themes that arose from the discussions as well as some of the ideas that were generated for partnerships and activities.

**PEPÁKEN HÁUTW (Blossoming Place)** is a native plant nursery supplying local restoration projects on the Saanich Peninsula, as well as an education resource about native plants and garden foods. The PEPÁKEN HÁUTW Native Plants & Garden Education Program is an exciting project bringing native plants into the world of participatory garden education. Students have the opportunity to learn about soil, compost, growing garden foods and native plants from seeds and cuttings, as well as tasting and enjoying fresh healthy foods and teas. Their vision is a multifaceted program integrating native food plants and traditional knowledge with garden food skills, connecting to local restoration projects to see how plants function in their native ecosystems, and doing education on preparing and processing foods using methods like canning and smoking.

## **2.1 Intergeneration Training and Knowledge Transfer**

Concepts brought forward were the desire for Elders to teach youth how to hunt, gather, harvest and prepare traditional foods. There was the recognition that this has traditionally been done in the family setting but there are some significant barriers that limit this activity, including the time period of the residential school system that separated families and disrupted this knowledge transfer. Specific areas for training and knowledge transfer were desired included hunting, seafood harvesting, plant knowledge, food skills, and traditional foods used as medicine. During the discussion issues of disease related illness from the consumption of over processed food rather than traditional foods were also raised. There were ideas brought forward around holding Elders' lunches, working in schools, and between Nations on knowledge transfer activities. The Feasts were highlighted as something that should continue.

## **2.2 Land Protection and Access**

Concerns were presented about the stewardship of land. Indigenous community members desired access to harvest berries, bark, and herbs, but the current protection regulations and policies in place create barriers. Conversations also revolved around stewardship and desire to share knowledge about sustainable harvesting of Native plants and animals in respectful manner that allows for future generations to use the resource and ensure lands would not be damaged during harvests and hunting. Examples provided were maintaining clam gardens and root gardens. As well, this would allow for knowledge transfer to occur within the site and allow for First Nations Communities to access traditional foods.

Along with protection and access of land, concerns were raised around contamination issues and how there needs to be better monitoring in contaminated areas. It was also stated that communities need access land that is no longer contaminated. This would increase community member's confidence in engaging in a variety of food and land practices. Boat access was also identified as a barrier in the ability to learn about and access traditional foods.

## **2.3 Policy/Permits**

A number of speakers talked about the ability to access traditional food being inhibited by policies and permits. For example several permits are needed to hunt; these include hunting licences and firearms permits. These permits are complicated and expensive to access. While communities have undergone training and received licenses, these processes do not relate some of the key teachings related to hunting or accessing foods and it was heard that programs could be developed that integrate these aspects. Hunting and gathering restrictions create another barrier in accessing traditional foods.

## **2.4 Building a greater understanding across communities about foods and practices**

One of the points of discussion was that it was important for people across the region to have a better understanding of indigenous foods and practices. This included an understanding of seasonal availability, as well as the management and cultural practices associated with food creation, harvesting, eating and celebration. The Tsawout Seafood Festival was highlighted as a successful strategy in addressing these issues, and one that may be replicated.

Some of the discussions among event participants highlighted that many of the themes and issues that were discussed could be moved forward by greater communication and collaboration among communities, and between the bands and levels of government and authorities.

## 3. Healthy Food in Schools

Healthy Food in Schools is a network that has been formed by the Island Health dietitians and CRFAIR. The network is made up of parents, teachers, students, and school board officials who are interested in moving forward a wide range of programs in schools; from school gardens, to lunch programs and salad bars to farm intern experiences. During the networking meeting connections are made and ideas are shared about how to get healthier food and more food education within grade schools.



### 3.1 Networking

This community forum involved attending the network meeting and gathering information through informal group discussion and online surveys.

What we learned:

- There is wide range of food programs within schools. Along with a variety of food programming, there are numerous resource available to support these programs.
- Even though there are wide range of programs and resources available it takes a champion to take any food program forward within a school.
- Some schools lack the necessary infrastructure to properly implement the programs (i.e. spaces for gardens, teaching kitchens, fully equipped cafeteria kitchens).
- There are policies, or lack of policies, that cause cumbersome hoops to jump through.
- Getting food literacy integrated into the curriculum is necessary and there is the potential through the new direction for “project based” learning curriculum to partner with outside agencies and communities.

### 3.4 Suggestions and Recommendations

- Finding the best way to showcase all the work that takes place in the region –a professional development opportunity, or media campaign, school food initiatives tour or fair?
- Developing a program to helps teachers and school purchasing to source local food for programs.
- Work with the school district and teachers to develop policy that enables healthy food in schools programs. Develop a program implementation guide that aligns with current policies.

### 3.3 Potential Partnerships

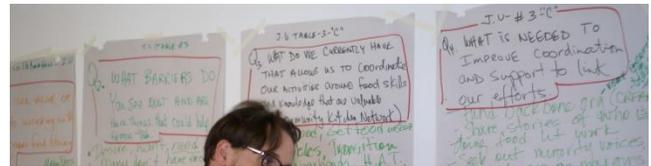
- Look to other initiatives such as Fresh Roots Urban Farm program.
- LifeCycles, and Mason Street City Farm and other urban farm groups may support healthy food in school work.
- Look to other school districts such as (Vancouver School District) in developing School District policy.

- Coordinate with local retailers, wholesalers and farmers to look at ways to aggregate local food that can be more readily accessed for school food programs.
- Engage post-secondary students and academic institutions such as University of Victoria, and Camosun College in working with the network and partners to undertake research and provide service learning opportunities for students in supporting and leading healthy food in schools initiatives.

## Next Steps

The Food Literacy PAR project has engaged over 50 community and academic experts in leading and advising the initiative. As well it engaged over 200 participants throughout the three community forums (World Café, Feasting for Change and Healthy Food in Schools). Each forum had its own unique interests and ideas specific to the community they were intended to engage. Through research community-generated learning key themes arose. These inform our recommendations for further research and action to be taken.

**1) Understanding Food Literacy as a Framework for Action:** Food Literacy is an emerging way of understanding the spectrum of skills and knowledge related to food systems and personal and community health. We learned that while health literacy has been embraced as a framework for policy, education and programs, food literacy is a relatively new and there much room for continued study. Not only is this newly emerging framework gaining interest in academic circles but also as a way to bring a more comprehensive framework to food education and skills development efforts. However, we also learned that the term food literacy is not entirely useful in communicating about these efforts more broadly. This is very useful information in terms of the way we frame our communication and efforts at the community level.



*World Café Table on Collaboration*

**2) Policy:** We learned through each of the community forums that policy is an area that deserves attention. There is the desire to create and change policy to enable food literacy development. More work needs to be done to better understand and identify what policies are in place that affect work in different settings. Through the forums we have developed a list of “early identified” policy barriers as well as enabling policies that we could collaborate to impact. We also learned that there is limited understanding about how and where policies are made and implemented or enforced. There is desire from community members to build capacity by supporting community organizations and leaders to engage in policy work.



**3) Collaboration and Connecting:** Several discussions reflected the desire to collaborate more effectively. Partnerships were discussed within each community forum. A list of potential partnerships to move forward initiatives were identified in each of the settings. In particular the World Café community forum had a discussion about creating space and time to connect and

understand what other groups are doing. Healthy Food in School Network uses their meeting time to discuss programs and projects for its members are working on, but even with this allotted time members found there was not enough space to make connections. In the Feasting for Change forum it was identified that while Island Health and other community organizations had played a critical role in moving Indigenous food initiatives forward that it was important that capacity and initiatives be generated by the bands and First Nations community members. It was also important for regional nations to work more closely together through their own forums practices, within established protocols.

**4) Resource and Knowledge Sharing:** Information sharing was an important aspect of each community forum. There was a desire to have data collected and shared in useful formats, or people designated to play a regional coordination roles in terms of interpretation policy, advocating community involvement in policy making and connecting people for potential partnerships. It was suggested that there should be many different communication techniques used to convey the information of how to navigate, build and sustain food programing within the region. This area is one that we believe is important to dig more deeply into and that will help produce more effective and informed collaborative work: We will be looking at how to better resource and find partnerships that can support knowledge exchange.

**5) Capacity Building:** We also learned through the forums that there are some specific capacity building needs in the different sectors that will both enable more success at working together and enable groups to share common goals. Some of the key areas that we heard about related to capacity building were:

- a. Policy advocacy
- b. Participant led program development and evaluation
- c. Evolving communications forums and technologies
- d. Need to better understand and support a framework for collective impact on food literacy by leadership organizations

## Conclusion

In conclusion, we learned some incredibly valuable information that will inform and guide us in our work as we move forward. We learned that there is a growing body of literature and interest in food literacy. We also learned about a range of key actions that can be taken on many levels in all of the community settings to foster food literacy and also to increase our effectiveness at moving this work forward, as has been outlined in this report.

An unexpected learning was that the complexity of this issue, deep interest and opportunities to connect and act would be so HUGE in scope. Over the course of the exploratory phase, our advisory grew and people expressed interest in being involved as they learned about the project from both the academic the community and government sectors. This brought forward an incredibly rich discussion and people identified many different ways that we could approach the project and connect it to other regional, national and international initiatives. In fact, the amount of interest and creativity became so intense that the project team had a very difficult time scoping the project to the time and resources available.

We learned that trying to tie the interests together in developing one Food Literacy PAR Project was going to be extremely challenging. We simply needed more time and effort to identify a number of priority initiatives and develop participatory ways of collaborating that equitably involved stakeholders and that could be impactful in their execution.

Many of the actions identified will be taken forward through community and academic leadership; however we know that resources and facilitation is going to be necessary for some of the more involved recommendations. We see great potential for a partnership based Participatory Action Research around food literacy initiatives based on this exploratory phase.

We are very pleased that we were able to “move the needle” in terms of our individual and collective understanding around our key questions. We have a deeper understanding of academic work on food literacy, how people are using the term, and how the framework is useful at the community level (but not the term!). We also learned a lot about what the different communities are doing around food literacy, who they are working with and where there are gaps. Together we identified potential policies, programs, communications and capacity building initiatives that would be useful to focus on. Finally, we learned that we have a lot more work to do to understand how we can most effectively collaborate to have an impact. The job of the advisory team will now be to work with the key stakeholders to prioritize next steps and our collaborative process moving forward based on these findings. We are grateful to everyone for all they have contributed to these efforts, and look forward to our continued collaboration.

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# Appendix A

## **Food Literacy Advisory Team**

*A team of community and academic advisors that supported that work and direction for the project.*

### **Community Advisors**

**Fiona Devereaux** - Aboriginal Health, VIHA (FLWG)

**Tracy Horner Cullen** - Horner Foundation (FLWG)

**Janelle Hatch** - Community Nutritionist, VIHA (FLWG)

**Diane Andiel** - Community Kitchens Network, District of Saanich (FLWG)

**Jeanette Sheehy** - Director, LifeCycles Project Society.

**Matthew Kemshaw** - Urban Agriculture Coordinator, Lifecycles Project Society

**Diane Collis** - Community Kitchens Coordinator Vancouver BC

**Heather Seymour** - University of Victoria Food Services Manager

**Rita Fromholt** - Sustainability Office – UVIC

**Linda Geggie** - Capital Region –Food and Agriculture Initiatives Roundtable (CRFAIR), Coordinator.

### **Academic Advisors**

**Dr. Deborah Zornes** - Royal Roads University, Research Director – VICRA Rep

**Dr. Charlotte Reading** -, Acting Director, Centre for Aboriginal Health Research

**Dr. Jennifer Mullett** - Director of Office for Community Partnerships in Health Research-VIU

**Dr. Judy Burgess** - UVIC Health Services / Healthy Campus Committee

**Dr. Robin Hood** - Vancouver Island University Community Based Research Inst Director – VICRA Rep

**Dr. John Marton** - North Island College Psychology Instructor/Research Coordinator – VICRA Rep

**Jamie Vandenbossche** - Camosun College-Manager of Applied Research and Innovation – VICRA Rep

**Dr. Lynne Siemens** - School of Public Administration – VICRA Rep

**Deb George** - Cultural Protocol Liaison-Food Security programs, Indigenous Affairs Office-UVIC

## **Food Literacy Team**

*A team of community and academic advisors that implemented and directed the project.*

**Aaren Topley** – University of Victoria Co-op Student and CRFAIR Engagement Coordinator

**Linda Geggie** – Capital Region Food and Agriculture Initiatives Roundtable (CRFAIR) Coordinator

**Dr. Joan Wharf-Higgins** – School of Exercise Science, Physical & Health Education, UVic, Professor and Co-op Student Supervisor

**Dr. Trevor Hancock** – School of public Health & Social Policy UVIC, Professor and Senior Scholar.

**Dr. Wanda Martin** – INSERT

**Dr. Martha McMahon** – School of Sociology , UVIC, Associate Professor.

**Maeve Lydon** - Associate Director, Office of Institute for Studies & Innovation in Community-University Engagement

**Dr. Leslie Brown** – Director, Office of Institute for Studies & Innovation in Community-University Engagement

**Rosanna Sheppard** – University of Victoria Nursing Student. Jamie Cassell Guard Award

### **Community Food Literacy Working Group**

*A group of community members began the process in 2012 of exploring food literacy within the Capital Regional District.*

**Diane Andiel - District of Saanich, Parks and Recreation, Community Programmer.**

**Fiona Devereaux** – Vancouver Island Health Authority, Aboriginal Nutritionist.

**Linda Geggie** - Capital Region –Food and Agriculture Initiatives Roundtable (CR-FAIR), Coordinator.

**Janelle Hatch** - Vancouver Island Health Authority, Community Nutritionist.

**Dr. Joan Wharf Higgins** - School of Exercise Science, Physical & Health Education, UVic, Professor.

**Tracy Horner Cullen** - Horner Foundation, Executive Director

**Aaren Topley** - University of Victoria Co-op Student and CRFAIR Engagement Coordinator