

# RESULTS AND IMPACT

of the Community Food Security and Food Education Program (2017-2018)

Community Food Security involves all of the steps in the food production system, and the ability of communities to control and influence those steps to ensure wellbeing with respect to healthy, safe and nutritious foods. It is a concept that also raises questions about how to support local food, local producers and the local food industries in one's community.



**Community food security impacts. The projects completed 167 activities which resulted in over 230 outcomes. This included the following types of outcomes**

- 26** Increasing the amount of local food on school lunch menus
- 48** Promoting good nutrition and healthy food choices
- 47** Promoting community collaboration
- 26** Linking farmers to consumers
- 29** Enhancing the pride of growing food
- 43** Enhancing capacity to create food system change
- 24** Fostering multisectoral partnerships to work towards community food security

## SOME OF THE PROJECTS THAT PROMOTED COMMUNITY FOOD SECURITY & FOOD EDUCATION IN PEI:

- Tajikei - I am Healthy** (Mi'kmaq Family Resource Centre)
- Organic & Locally Grown Lunch Program** (PEI Certified Organic Producers Cooperative)
- Educate and Eat Locally** (Merry Pop-Ins Childcare Centre)
- Virtual Community Food Security Network** (Canada's Smartest Kitchen)

**\$120,000**

invested in **17 projects** that promoted community food security & food education in PEI



## ENGAGEMENT

The projects engaged **2043** students & **12** schools



Changes to food environments must be comprehensive and have a long-term plan. Evidence-based strategies are important.

Community Project Coordinator

## Local Food Impact

Community project coordinators identified over **25 activities** which had a direct impact on access to local food.

Some of these activities included:

- 183** Indigenous Peoples
- 5** Newcomers to Canada
- 52** People with a disability
- 238** People from low-income backgrounds
- 64** Pre-K children
- 2043** Students
- 183** Residents in urban areas
- 963** Residents in rural areas

**OVER 2600** people participated in projects. This included



NOTE: A participant may identify with multiple participant types (therefore the total number of participants types is greater than the total number of participants)



## The program's geographic impact

- Provided education on traditional indigenous meals using local produce
- Integrated local food into breakfast programs
- Integrated community-grown food into lunch menu
- Used local food to develop participant's meal preparation skills

NOTE: Data is based on the final reports submitted to the Department by community project coordinators as per the Funding Agreement. File No: 2603-10-P2 / March, 2018



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# PROGRAMMING COMMUNITY FOOD SECURITY AND FOOD EDUCATION

## Alignment of Program Theory and Activities

Theoretically, Community Food Security (CFS) has a broad scope. CFS emphasizes comprehensive approaches to promote food security for everyone, and implicitly recognizes the role of the larger food system in ensuring food security. CFS involves long-term planning with a wide range of stakeholders working toward a healthy, just, and sustainable food system.<sup>1</sup> CFS exists when all community residents obtain a safe, personally acceptable, nutritious diet through a sustainable food system that maximizes healthy choices, community self-reliance and equal access for everyone.<sup>2</sup>

The Dietitians of Canada (2007) references the following elements as some of the characteristics of CFS activities: promoting good nutrition and healthy food choices; building community self-reliance and collaboration; linking farmers to consumers; enhancing the pride of growing and preparing food; building the capacity for people to create change; and creating multi-sectoral partnerships that work towards CFS. The model below further defines these characteristics in terms of specific examples of project-level activities.

COMMUNITY FOOD SECURITY					
Promote Good Nutrition and Healthy Food Choices	Build Community Self-Reliance and Collaboration	Link Farmers to Consumers	Enhance the Pride of Growing and Preparing Food	Build the Capacity for People to Create Change	Create Multi-Sector Partnerships and Networks that Work Toward CFS
ACTIVITIES					
Educational projects that help people learn about food and nutrition <sup>3</sup>	Community-supported agriculture <sup>6</sup>	Farm to cafeteria activities <sup>9,10</sup>	Activities that increase cooking skills <sup>12</sup>	Activities which increase groups' knowledge of the food system <sup>14,15</sup>	Food policy councils <sup>18</sup>
Guidelines for institutions to purchase produce from local growers <sup>4</sup>	Community garden opportunities <sup>7</sup>	Activities which increase knowledge about food production and preparation <sup>11</sup>	Activities that increase gardening skills <sup>13</sup>	Activities which build infrastructure necessary for CFS <sup>16</sup>	Collaborative CFS decision making processes <sup>19</sup>
Activities which increase knowledge of food purchasing, handling and storage <sup>5</sup>	Activities which promote social connections <sup>8</sup>			Activities which provide opportunities for groups to impact public policy <sup>17</sup>	Projects which are delivered through community partnerships <sup>20</sup>

**References** (Note: Included here only for additional information regarding the activities listed in the chart above)

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### (Endnotes)

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|--|--|--|--|--|
| 1 Dietitians of Canada. (2007).                    | 6 Kaiser, M. (2017).                                     | 11 Kaiser, M. (2017).                                    | 15 Martinez, S. (2016).                                  | 18 Koski, C., Siddiki, S., Sadiq, A., et al. (2016).     |
| 2 Hamm, M. & Bellows, A. (2003).                   | 7 Kaiser, M. (2017).                                     | 12 Thomas, H. & Irwin, J. (2011).                        | 16 Andrée, P., Langille, L., Clement, C., et al. (2016). | 19 Koski, C., et al. (2016).                             |
| 3 Castellanos, D. (2015).                          | 8 Kaiser, M. (2017).                                     | 13 Sarti, A., Dijkstra, C., Nury, E., et al. (2017).     | 17 Andrée, P., Langille, L., Clement, C., et al. (2016). | 20 McCullum, C., Pelletier, D., Barr, D., et al. (2002). |
| 4 Martinez, S. (2016).                             | 9 Powell, L. & Wittman, H. (2017).                       | 14 Andrée, P., Langille, L., Clement, C., et al. (2016). |  |  |
| 5 Perry, E., Thomas, H., Samra, H., et al. (2017). | 10 Andrée, P., Langille, L., Clement, C., et al. (2016). |  |  |  |



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