

Community-Led Food Assessment for Inuit Communities

Activity Guide





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About this Activity Guide

This activity guide is the companion guide to the Community-Led Food Assessment Learning Guide. Both the learning guide and activity guide have been developed in recognition of a growing concern within Inuit communities about access to affordable, culturally appropriate, and nutritious foods. They are a resource for Inuit communities wanting to complete a community-led food assessment in their communities. The Community-Led Food Assessment Learning Guide and Activity Guide are one of five sets of guides that have been developed as part of a toolkit, which will assist communities in undertaking community-led food assessments.

Other learning guides and activity guides are included in this toolkit and cover the following the topics:

- *Project Evaluation;*
- *Project Management;*
- *Community Facilitation; and*
- *Food Security and Community Health*

All of the learning guides and activity guides are intended to be helpful resources for community members to develop the skills needed to plan and conduct a community-led food assessment in their community.

This toolkit was developed through the Engaging Communities: Achieving Healthier Weights Through Community Food Security in Remote Inuit Populations project, led by the Food Security Network of Newfoundland and Labrador (FSN) with funding from the Public Health Agency of Canada, and in partnership with Trent University and the Nunatsiavut Government. It is a direct result of the successful project that was completed by the Food Security Network of Newfoundland and Labrador in Hopedale, Nunatsiavut entitled NiKigijavut Hopedalimi: Our Food in Hopedale.

The pages within the Community-Led Food Assessment Learning Guide will provide information on food security and community-led food assessments, help you prepare to conduct your own community-led food assessment, and guide you through the steps of a community-led food assessment. This activity guide will provide you with guidance to explore food security in your community in order to examine the issue of food availability and how to go about starting programs that offer safe, nutritious food to the community. It can also be combined with the other four learning guides to offer ideas and ways to develop sustainable solutions for issues that affect communities across the North.

Who is the activity guide for?

The activity guide is for anyone working through the Community-Led Food Assessment Learning Guide.

We hope this toolkit of five learning guides and activity guides will be used by community residents, volunteers, teachers, youth, health workers, and government workers - anyone with an interest in making a positive change to improve access to healthy, cultural food in their community. This specific activity guide, and corresponding learning guide, is intended for anyone in your community who wishes to learn more about food issues and food security, and has an interest in completing a community-led food assessment.

How do I use the activity guide?

This Activity Guide is a tool to be used to help work through the Community-Led Food Assessment Learning Guide.

As you read through the Community-Led Food Assessment Learning Guide, you will come across Reflection Boxes and Practice Activities. Reflections and activities are designed to help you better understand the content, and to provide the opportunity to practice some of the techniques used in a community-led food assessment. These reflections and activities are designed to encourage you reflect on the food security situation in your community, think how you would conduct a community-led food assessment in your community and provide you with a place to write down the information you collect when conducting an assessment. Completing these reflections and activities will help you prepare to conduct an assessment. For that reason, you should complete all the reflections and activities in this activity guide as you come across them in the learning guide.

Ideally, if there is a group of people in your community interested in completing a community-led food assessment, you will be able to work through the learning guide together and it should provide you with some basic guidance on many aspects of what you will need to do. If someone is particularly familiar with food security issues, and they would like to be a facilitator for the group, they can lead a workshop using the learning guide as a manual and this activity guide as a workbook to help the group work through all the information and activities. Individuals can also use the guides as personal learning tools – for instance, if someone joins a project after it has started, they can easily read through the learning guide and work through the activity guide on their own to gain a background understanding of the topic.

It is suggested that you read through the Community-Led Food Assessment Learning Guide, and complete all the practice activities in this activity guide, before you begin a community-led food assessment in your community. Working through the learning guide and this activity guide will give you a good perspective and understanding of the entire process of a community-led food assessment, and how all the steps relate to each other. Don't hesitate to highlight important sections of the guide that you may want to reference while completing an assessment.

How is the activity guide organized?

Each of the learning guides have a table of contents which follows the same format to make the guides easy to navigate, and so that you can easily refer to other guides as needed. The table of contents lists the different sections of the learning guide and can be used as a quick reference to find the sections that are most important to your community.

The structure of this activity guide follows the Community-Led Food Assessment Learning Guide.

There are 3 sections in this guide:

Section 1 contains activities that will help you to better understand the term “food security”, the most important concept to understand when completing a community-led food assessment.

Section 2 contains activities that will help you understand what community-led food

assessments are meant to do, and what they can achieve in your community.

Section 3 contains activities that will help you practice the different steps and techniques involved in conducting a community-led food assessment.

The learning guide also includes a **Section 4** which provides additional resources and templates that might help you in your assessment, and a list of references that provide more information on community-led food assessments. For these resources, please refer to the Community-Led Food Assessment Learning Guide.

The table on the following pages provides a quick reference to all the steps involved in conducting a community-led food assessment, the corresponding reflections and activities, and community examples found in the Community-Led Food Assessment Learning Guide. It also provides the page numbers for these activities so that you can find them in the Learning Guide and the Activity Guide.

Section	Step	Activity Guide Reference	Learning Guide Reference	Community Examples and InfoBoxes
Section 1	1.1 What does “food security” mean?	P. 9	P. 19	1.4 Community Example: Community Food Security in Hopedale, Nunatsiavut
	1.2 What does food security look like?	P. 10	P. 21	
	1.3 What factors affect food security?	P. 11	P. 22	
Section 2	2.2 Why do a community-led food assessment?	P. 13	P. 27	2.5 Community Example: Happy Valley-Goose Bay Children's Community Garden
	2.6 Practice Activity: The Potential Benefits of a Community-Led Food Assessment	P. 14	P. 29	
Section 3 Phase 1: Planning for a CLFA	3.1 Practice Activity: Who Should be Involved in Your Community-Led Food Assessment	P.16	P. 33	
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	Step 3 Defining a purpose and scope for your assessment 3.6 Practice Activity: Developing Your CLFA Goals	P. 21	P. 45	
	Step 4 Determining the nature of community involvement			3.9 Community Example: Conducting a CLFA in Hopedale, Nunatsiavut

Phase 2: Conducting your CLFA	Reflection Box	P. 23	P. 54	
	Step 1 Environmental scan 3.12 Practice Activity: Determining Which Indicators You Need to Collect 3.14 Practice Activity: Finding Quality Information	P. 24 P. 25	P. 60 P. 63	3.15 Community Example: Wild Food Research in Hopedale
	Step 2 Asset and gap analysis 3.16 Practice Activity: Asset and Gap Analysis Examples	P. 28	P. 67	3.17 Community Example: How Assets and Gaps Were Identified in Hopedale
	Step 3 Community priority setting			3.18 Community Example: How the Community was Engaged in Priority Setting in Hopedale 3.19 Community Example: How the Community was Engaged in Priority Setting in Happy Valley-Goose Bay
	Step 4 Recommendations for proposed actions			3.20 Community Example: Priority Setting in Hopedale
	Step 5 Action planning 3.22 Practice Activity: Create an Action Plan	P. 32	P. 80	3.21 Community Example: Hopedale Action Plan
	Step 6 Reporting			
Phase 3: Wrapping- Up your CLFA	Step 1 Planning for evaluation 3.25 Practice Activity: Create an Evaluation Framework	P. 35	P. 87	3.24 Community Example: Excerpt from the Hopedale Evaluation Framework
	Step 2 Implementing recommendations			
	Step 3 Evaluating			
	Step 4 Reporting			
Section 4	Refer to Community-Led Food Assessment for Inuit Communities Learning Guide			P. 91

INTRODUCTION TO FOOD SECURITY



1.1 What does “food security” mean?

Have you heard the term “food security” before? Whether you have heard it many times before, or whether this is the first time you hear it, write down some of the key words and ideas that you think of when you hear the term “food security”.

Where have you heard the term “food security”? What do you think was the definition of Food Security that was being used when you heard it? What are some of the definitions that came up in your group discussions?



1.2 What does food security look like in your community?

Read the community example in Box 1.4 - Community Food Security in Hopedale, Nunatsiavut. What does food security look like in your community? Write down some important elements of how food security would look in your community.

As a group, read the definition of food security found in your CLFA learning guide. Now, as group, work together to create a definitions that you like for your community. Write it down here. This is important because this what your community is working to achieve with all food related work and activities.

In _____ food security means:
(Your Community)



1.3 What factors affect food security?

We have identified some factors that affect food security in section 1.3 of the CLFA manual. Fill in this table with the factors that you think affect food security in your community.

In the second column, indicate a + sign if you think this factor affects food security in a positive way, or a – sign if you think it affects food security in a negative way, or both.

What other factors has your committee identified? Add them to the table.
Remember: These may be good places to start doing research about food security in your community.

Factors affecting food security	+/-
E.g. <i>The cost of store bought foods</i>	-

TAKE IT ONE STEP FURTHER:

When thinking about factors that affect food security, try to think beyond the things that are directly related to the food system – like the prices and availability of different foods.

Other than the food system, you can identify factors that relate to the following:

The EDUCATION system: How would you describe the formal education system in your community (school programming)? Are there opportunities for people of different ages to access informal education opportunities (like workshops, online training, summer camps, or other programming)? How does the level of education in the community affect food security?

The ECONOMIC system: How would you describe the economy in your community? What are the different sources of income for families? How might the economic status of your community, and people in your community, affect food security?

The SOCIAL environment: How would you describe the social environment in your community? What types of social support programs exist? What types are lacking? How would the different successes and difficulties around social issues affect food security?

The HEALTH system: How would you describe the health status of your community? Are there particular health issues that exist? What types of health services and programs are available? Are there any services that are lacking? How might issues around health and health services have an impact on food security?

When considering any of these other systems, can you come up with other factors that might affect food security in a positive or negative way in your community? Add these factors to the list above.

These particular factors, which relate to other systems in the community, will be useful to keep in mind later on when you learn about indicators.

INTRODUCTION TO COMMUNITY-LED FOOD ASSESSMENTS



2.2 How do you define a healthy community?

How do you know a community is healthy? What are some things that you would expect to see, or like to see, in a healthy community? These things that you would expect to see in a healthy community can be indicators of a healthy community. List some things that might be indicators here.

Which indicators are related to food? In the second column, put in a Y if it is related to food, and an N if it isn't related to food.

Indicator of a healthy community	Related to food?
E.g. Social support programs providing emergency food to families	Y

Which of these do you already see in your community? Highlight them in green. Which of these do you think your community needs to work on? Highlight them in red.

2.6 Practice Activity:

The potential benefits of a community-led food assessment

As a group, brainstorm some benefits that you can imagine might come out of conducting a community-led food assessment in your community. Think about these questions:

- *Why would your community want to do a community-led food assessment?*
- *What current issues in your community could be addressed through a community-led food assessment?*
- *What changes would you hope to see take place in your community?*
- *What positive changes could take place within the food system?*
- *What changes could take place relating to access to food?*
- *What changes could take place relating to the types of foods available?*

Positive changes we would like to see come out of a CLFA in

_____ :
(Your Community)

TAKE IT ONE STEP FURTHER:

When thinking about these questions, think about changes that will need to take place in other areas of the community to support positive changes in the food system. Consider how the following important areas of communities are related to improving food security:

- *The education system*
- *The health situation in your community*
- *The economic situation*
- *Recreation in the community*
- *Cultural knowledge, skills and activities*

Can you think of any other changes to add to the list?

SECTION

3

'HOW TO' GUIDE: CONDUCTING
A COMMUNITY-LED FOOD
ASSESSMENT IN YOUR COMMUNITYPHASE 1: Planning for a Community-Led Food Assessment:
What do I need to set up before beginning?

3.1 Practice Activity:

Who Should be Involved in Your Community-Led Food Assessment?

Think about who from your community should be involved in the community-led food assessment.

What **skills**, **knowledge**, and **experience** do you need to conduct a CLFA in your community?

Skills needed	Knowledge needed	Experience needed

Make a list of **people** from your community who you think may be interested in being part of a CLFA in your community (e.g. community health worker or nurse, respected local hunter, science teacher, etc.).

People to involve in the CLFA	Skills, knowledge or experience they might bring

Think about particular **groups** that should not be excluded from the CLFA (youth, elders, etc). Make a list of groups you want to make sure are included, and represented within the assessment.

Think about different **organizations** in your community that are involved in the food system directly or indirectly. Make a list of organizations that may be interested in participating in the CLFA (e.g. local community government, local stores, HTOs)

Groups and Organizations to involve in a CFLA

As you work through the guide, come back to this list to add more people, groups and organizations.

3.3 Practice Activity:

Who Do You Want on Your Assessment Committee?

Look back at the list that you created in Activity 3.1. Who on this list would you invite to be on your Assessment Committee? Write them down in the table below – you might be thinking of a specific person within an organization, or a representative from an organization with no specific person in mind.

Remember!

The Assessment Committee is a core team of interested, committed, and diverse individuals, who will be leading the community-led food assessment. Organizing an Assessment Committee is one of the most important aspects of the process. The Assessment Committee makes and carries out day-to-day decisions and will be doing most of the work of the assessment!

Our Assessment Committee List	
Name	Organization

3.5 Practice Activity:

Who Do You Want on Your Advisory Committee?

Look back at the list that you created in Activity 3.1. Who on this list would you invite to be on your Advisory Committee? Write them down in the table below – you might be thinking of a specific person within an organization, or a representative from an organization with no specific person in mind.

Remember!

The Advisory Committee is created to help the Assessment Committee make decisions about the community-led food assessment and provide support for actions taken by the Assessment Committee. The Advisory Committee will not meet as often, and usually will not participate in the day-to-day activities of the assessment.

Our Advisory Committee List	
Name	Organization

Are you forgetting anyone?

On your Advisory Committee, do you have:

- *Representatives from groups that may be affected by the assessment?*
- *People who will be involved in providing information for the assessment?*
- *Key community leaders who have decision-making authority or can influence decision-makers?*
- *Representatives from the community?*

3.6 Practice Activity:

Developing Your CFLA Goals

Think back to the reflection exercise in section 1.2 that asked you to consider what food security looks like in your community. These reflections can be a great starting point for choosing goals for the community-led food assessment.

Brainstorm a list of 5 long-term goals that you would like to achieve through a community-led food assessment. Consider the following questions:

- *What does food security mean to you?*
- *What does food security look like in your community?*
- *What things need to be achieved in order to improve food security for everyone in your community?*

REMEMBER:

Goals are general objectives that you would like to see result from the assessment. They can include things like: “More access to healthy foods” or “Increased knowledge of country foods”. You don’t need to come up with specific objectives at this point – keep it broad!

Write-down your top 5 goals in the table below:

5 goals I would like to achieve with a CLFA in _____ (Your community)
1.
2.
3.
4.
5.

Use the table below to organize your goals. For each goal you identified, decide if it is high, medium, or low importance. Then decide how difficult it would be to implement the goal, and write it down in the appropriate box. If a goal is of very high importance and will be easy to implement, write it into to top left square of the table.

Importance	Implementation		
	Easy	Medium	Hard
High			
Medium			
Low			

Now go back to this table and underline in red the top 3 priorities you would like to see happen. You may not be able to achieve all the goals that are listed, but you can focus on the most important or urgent ones.

As a group, have everyone present the top 3 goals they identified.

- *Are there many similar ones?*
- *Can you identify the 5 most common?*

** You can use an exercise like this at the first Assessment Committee meeting or at community member meetings to help participants identify and present their goals. By having everyone identify their top 3 goals, and looking for the most common ones, you can see which ones are the most important for your community.

PHASE 2: Conducting your Community-Led Food Assessment: What are the key steps?



Take some time to read through the 6 key steps of a CLFA. Are there any steps that are unclear? Are there any that you would like to find more information on? If so, take a look at the extra resources in Section 4. Remember that it will be easier to look for the information now than it will be when you and your team are in the middle of the assessment!

6 Key Steps of a CLFA

Step 1.	Environmental scan
Step 2.	Asset and gap analysis
Step 3.	Community priority setting
Step 4.	Recommendations for proposed actions
Step 5.	Action planning
Step 6.	Reporting

Do you have any questions about any of the steps? If so, write them down here and discuss with the group.

3.12 Practice Activity:

Determining Which Indicators You Need to Collect

In the table below is an example list of goals that could be developed to guide a community-led food assessment. List some of the indicators that might be helpful to gather, in order to gain a better understanding of the situation that exists in your community around these goals (an example is listed for each).

Which indicators would you need to be aware of, in order to decide if these programs are needed? Or to decide who these programs should be for? Or what programs are most important? Which indicators (or what type of information) would you want to know to decide how to implement one of these priorities?

You can look at the indicators listed in the learning guide in Phase 2 – Step 1: Environmental scan, for some examples.

Committee Goals	Key Indicators
Implement Food Security Programs (e.g. household freezers for storage)	<i>e.g. number of households with freezers or number of community freezers already present</i>
Food Security Education (e.g. raise awareness) about wild foods and their value)	<i>e.g. percentage of youth knowledgeable about hunting traditional food</i>
Continued Monitoring of Food Security (e.g. monitoring program for wild food safety)	<i>e.g. collect baseline data</i>

3.14 Practice Activity:

Finding Quality Information

Practice checking the quality of data when reviewing information collected for a community assessment. You can do this activity individually, or as a group.

Go on the internet and perform a search of a topic related to food security. Choose one of the links, and ask yourself this series of questions about the website that you found. Chose YES, MAYBE or NO, and indicate why?:

1. Is the information relevant to your community? Is it relevant to the goals of your assessment?

YES MAYBE NO

Why or why not?

2. Find out when the information published. If it was a long time ago, the information may not be accurate for your community anymore. Is the information timely?

YES MAYBE NO

Why or why not?

3. Find out what the source of this information is. Is that source usually seen as reliable? Has the source been reliable in the past? Can you trust the source to be honest about information and be consistently accurate?

YES MAYBE NO

Why or why not?

4. Does the information seem subjective (does it present only one point of view) or objective (is it presented as facts without one particular point of view)?

SUBJECTIVE

OBJECTIVE

Why or why not?

5. What was the original purpose of the publication or report? Was it promoting or representing a certain cause that would make it biased? (For instance, is it written a certain way to try and convince the readers of a certain point of view? Does it seem overly positive or negative about a certain topic? If so, it might be biased and not reflect the reality of the situation accurately)

YES

MAYBE

NO

Why or why not?

Once you have your answers, decide if you think this information is of good quality, and whether or not you would use it in your assessment.

Discuss your answers with the group – tell them about the information you found, whether or not you would use it, and why or why not.

3.17 Practice Activity:

Asset and Gap Analysis Examples

In this activity, you will use a table to identify the assets and gaps that are present in your community. Communities often have 3 important types of food related programs: short-term relief strategies, training and education initiatives, and long-term strategies for food security. There are some examples listed in the table below.

Short-Term Relief Strategies for Food Security are programs that get food to people who need it immediately.

Training and Education Related to Food Security is any initiative that is helping to build food skills or build community capacity for food security.

Long Term Strategies for Food Security are initiatives that have an impact on food security over the long term.

Some examples have been listed in the chart below. If these examples are appropriate for your community, move each of them into either the asset or gap column. If you have this program in your community and it is working well, write it down in the ASSET column. If you do not have it in your community, or if it needs to be improved, write it down in the GAP column.

Topic	Examples	Assets in the Community	Gaps in the Community
Short-Term Relief Strategies for Food Security	<ul style="list-style-type: none"> • food banks • food sharing networks • school meal programming (e.g. Breakfast Program) 		
Training and Education Related to Food Security	<ul style="list-style-type: none"> • training / camps for community hunting skills • community garden awareness and training workshops • healthy food education programming • cooking classes 		
Long Term Strategies for Food Security	<ul style="list-style-type: none"> • food policies (schools and community) • public awareness campaigns and outreach 		

Once you have categorized all 9 of the programs in the examples column, discuss with the rest of the group why you categorized each item as an asset or a gap.

TAKE IT ONE STEP FURTHER:

Now that you are familiar with how to identify assets and gaps, brainstorm with the group to develop a list of all programs related to food and food security that exist in your community. Write them down here:

[illegible]

During the Environmental scan of your CLFA, you might have built a similar list to establish an inventory of all the food related programs in your community. It is a good idea to ask for input from community members when you do this in order to make sure you don't forget anything.

For each program that you identified in the list above, think about whether it is an asset to your community, or a gap that needs to be addressed. Remember that one initiative could fall in both categories. For example, the community of Hopedale had a community freezer when they started their CLFA, which provided country foods to a small number of people. This was seen as an asset. However, it was also a gap as the freezer was too small, and needed to be expanded in order to provide food to more people. For this reason it was identified as an opportunity, as there was potential to improve it by expanding its services.

For each program in your community, identify what is working well (asset), where there is a need for a program or initiative (gap), and where there are opportunities for improving or expanding programs (opportunities).

ASSETS	GAPS	OPPORTUNITIES

Discuss why you have chosen to group the examples like you did.

3.22 Practice Activity:

Create an Action Plan

As a group, come up with a priority that might be something that could be implemented in your community. It could be the creation of a community freezer, a community garden, an intergenerational harvest program, a school garden or compost program - anything you think may be appropriate in your community.

For this priority, brainstorm all the different steps that would need to be taken in order to achieve it. Now practice filling out the Action Plan template on your own or in pairs, as though you were going to implement it in your community. When you are finished, come together as a group and share what you included in each category. Did you miss any steps that other people thought of? Did you all agree on the timeframe for different actions? Were different outcomes identified by different groups?

Once you have categorized all 9 of the programs in the examples column, discuss with the rest of the group why you categorized each item as an asset or a gap.

Priority:					
Committee Goals:					
ACTIONS	RESPONSIBILITY	INPUTS AND RESOURCES	TIMEFRAME	OUTPUTS	PRIORITY OUTCOMES
Action 1:					Short Term:
Action 2:					
Action 3:					Intermediate:
Action 4:					
Action 5:					Long Term:

TAKE IT ONE STEP FURTHER:

How did you find this template to work with? Is there anything you would change about it if you were to use it in your community? If so, come up with a new Action Plan template that works for your group and your community.



Remember back to the first reflection box at the beginning of Phase 2, which asked if there were any steps of the CLFA that were unclear. Now that you have finished Phase 2, think about this again. Do all the steps make sense now? Have you been able to work through the steps and all the activities?

Take a look at the Phase 2 steps again:

6 Key Steps of a CLFA

Step 1.	Environmental scan
Step 2.	Asset and gap analysis
Step 3.	Community priority setting
Step 4.	Recommendations for proposed actions
Step 5.	Action planning
Step 6.	Reporting

Are all the steps clear now? If not, go back and review that step again or look at some of the additional resources in section 4 for more information.

Do you have any remaining questions about any of the steps? If so, write them down here and discuss with the group.

PHASE 3: Wrapping-Up your Community-Led Food Assessment: How do I implement the Action Plan?

3.25 Practice Activity: *Create an Evaluation Framework*

Refer back to the Action Plan you created in Practice Activity 3.22. Take the final list of Outcomes that you identified as a group, and copy them into the outcomes column of this Evaluation Framework template. Now, on your own or in pairs, try to identify indicators for all the outcomes, and the ways in which you would evaluate them.

Once you are finished, come together as a group and share what you included in each category. Did other groups identify different indicators than you did? Did you agree on the best methods to evaluate these indicators?

Priority being evaluated:		
Goals this priority is hoping to address:		
PRIORITY OUTCOMES	KEY INDICATORS	EVALUATION METHODS
Short Term:		
Intermediate:		
Long Term:		

TAKE IT ONE STEP FURTHER:

How did you find this template to work with? Is there anything you would change about it if you were to use it in your community? If so, try to design a new Action Plan template that works for your group and your community.

Congratulations!

You have now completed the activities of a community-led food assessment.

Remember that this activity guide can be used more than once as you work your way through the CLFA process. You can use the activities presented here the first time you go through the steps of a CLFA, and you can return to them any time you need to repeat a step or if you want more practice with a certain part of the process. You can make copies of the activity guide for the different members of the committees or for anyone wishing to learn more about the process or become involved. The learning guide and activity guide are meant to work for your community, so you should feel free to adapt any of the activities here so that they are appropriate and effective for your community.

For further information about the toolkit and any of the learning guides or activity guides, or for an electronic version of this activity guide, please contact:

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