



Ontario Edible Education Network Action Plan

Food Education Outside of the Classroom

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This document provides the Ontario Edible Education Network's Action Plan to advance its Food Education Outside of the Classroom focus area. Following the details of the Plan, this document provides the results of a survey that informed its direction.

The Ontario Edible Education Network's process involved the development of 6 Action Plans for the following priority areas: (1) Food in the Curriculum, (2) Food Education Outside of the Classroom, (3) School and Community Food Gardens Engaging Children, (4) Food Skills and Cooking Programs, (5) Local/Sustainable Food in Schools, and (6) Student Nutrition Programs.

*More information about the Ontario Edible Education Network is available at:
<http://www.sustainontario.com/initiatives/ontario-edible-education-network>*

Ontario Edible Education Network: Food Education Outside of the Classroom Action Plan

Table of Contents

Summary: Action Plan Goals and Objectives:.....	1
Priority Actions and Implementation Details:.....	1
A. Network Building and Connecting	1
Facilitated Relationship Building	1
Funder Education	2
B. Aggregating Thought and Information.....	3
Sharing information, resources and stories:	3
Research Gaps / Data Collection:	3
Communications: Fact Sheets, Handouts, other resources:	3
C. Advocacy and Government Relations	4
Appendix A: What was heard – Environmental Scan (Survey).....	5
About the Survey – Process and Respondents.....	5
Successes.....	6
Barriers	7
Network Connections.....	9
Culturally Diverse Food	11
Curriculum Links.....	11
Motivation.....	12
Ontario Edible Education Network role	13
Appendix B: Existing initiatives to contribute to / work with / build on.....	14

Summary: Action Plan Goals and Objectives:

1. Increase/improve networking, skills and resource sharing, and partnership opportunities among groups involved in food education for children and youth.
2. Increase/improve co-operation between school boards, schools, and teachers and those offering, or interested in offering, outside-the-classroom programming to make more programming happen.
3. Increase opportunities for program funding.

Priority Actions and Implementation Details:

★ = “Quick Win”: Priority action that can be taken in the next year, using limited resources, to demonstrate movement, and build momentum

A. Network Building and Connecting

Facilitated Relationship Building

<i>Priority Actions</i>	<i>Priority Level</i>	<i>Implementation Details</i>
<i>Build capacity for partnerships (among farmers, food processors, distributors, sellers, teachers, school boards, public institutions, etc.)</i>	High	<p>Host workshops/collaborative sessions at Bring Food Home and other conferences and food-focused events to build connections quickly ★</p> <p>Provide partnering suggestions that have worked in other places ★</p> <ul style="list-style-type: none"> ➤ begin with those from survey respondents <p>Develop a mentorship program for groups to learn from others' experience</p>
<i>Support interaction between farmers (and others working outside the classroom to provide food education) and teachers for learning about each other as well as how to work together</i>	High	<p>Hold webcast(s) on this theme: focus conversation on challenges and opportunities for collaboration ★</p> <p>Provide training workshops for teachers, administrators, school boards on PD days, at education conferences, etc.</p> <p>Work with school boards to connect co-operative education programs with farmers and other food-focused businesses</p> <p>Host regional meet-and-greet/speed dating events to connect farmers and other outside-the-classroom program providers with school boards</p> <p>Provide guidance and facilitation support to school boards on development of safety standards/requirements checklist and help facilitate co-operation on this issue between farmers/program providers and school boards</p>
<i>Build on/establish more connections in First Nations, Francophone, and Northern Communities</i>	High	<p>Work with those identified (through OEEN survey, etc.) as having established connections in these communities to expand connectedness through sharing stories, details on related conferences/events, and contact information in newsletters, on</p>

		<p>website, etc.</p> <p>Host discussion forum/collaborative session at Bring Food Home to help connect players from across the province face-to-face and while in the same place 🌟</p> <p>Help facilitate regional in-person networking activities and training to build connections between communities</p>
Bridge urban-rural divide	Medium	<p>Identify champions in both urban and rural communities who can effectively collaborate with counterparts in communities outside of their own</p> <p>Facilitate opportunities for urban-rural networking and collaboration (e.g. at Bring Food Home, through website, etc.) 🌟</p> <p>Provide/work with member organizations to facilitate programs for young adults to learn from food education programs in communities/regions outside of their own</p>

Funder Education

<i>Priority Messages</i>	Priority Level	Implementation Details
<p>Impacts of this work are huge!</p> <ul style="list-style-type: none"> • Northern, First Nations and Francophone connections <ul style="list-style-type: none"> • urban-rural • farmers-schools • farms-general public 	High	<p>Develop fact sheet to provide 'rationale' / case for support 🌟</p> <p>Produce case studies/stories of present relationships, highlighting successes as well as challenges and needs relating to funding</p>
<p>Farmers need to be compensated for their time and efforts when providing educational opportunities during their busy season and at their farms</p>	Medium	<p>Invite funders on farm tours</p> <p>Prepare educational messages for broader funder education</p>

B. Aggregating Thought and Information

Sharing information, resources and stories:

<i>Priority Actions / Areas</i>	<i>Priority Level</i>	<i>Implementation Details</i>
<i>Create/develop directory of outside-the-classroom food education programming promoted province-wide to teachers</i>	High	Engage survey respondents to help begin populating directory (and to provide suggestions of others in their areas/with whom they are connected elsewhere in the province) <ul style="list-style-type: none"> ➤ Advertise this initiative at Bring Food Home and begin collecting information and ideas 🌟 Investigate trade shows, tourism groups, agricultural events, etc. who could also help to quickly populate a directory
<i>Develop a tool that groups can use for networking and to request skills or resources from each other.</i>	High	Begin a blog, listserv, or other means of networking identified as being easy to access, user-friendly, and easy to maintain

Research Gaps / Data Collection:

<i>Priority Actions to Address Research Gaps</i>	<i>Priority Level</i>	<i>Implementation Details</i>
<i>Follow up with OEEN survey respondents to obtain a more detailed picture of the food education connections, partnerships, and networks that already exist across the province</i>	High	Determine whether connections are mainly locally/regionally-based and how such connections can be built on, replicated, or encouraged across the province to develop a larger, more cohesive network
<i>Culturally diverse opportunities outside the classroom</i>	Medium	Follow up with groups identified from survey as including culturally diverse foods in their programming to learn more about their activities and partnership/mentoring opportunities Contact organizations working with culturally diverse groups, to find out if they currently provide any programs for children and youth and, if not, if they would be interested in developing some with the help of OEEN

Communications: Fact Sheets, Handouts, other resources:

<i>Priority Communications Resources</i>	<i>Priority Level</i>	<i>Implementation Details</i>
<i>Prepare a list of hints for program providers to use in approaching school boards</i>	Medium	Contact survey respondents identified as connected with school boards to help inform this initiative Include topics such as safety concerns and requirements, insurance requirements (for field trip destinations), as well as informational materials (brochures, website, etc.) and workshop ideas to be offered to teachers to encourage food-related field trips

<i>Provide a list of funding programs & opportunities targeted to farmers and other outside-the-classroom program providers</i>	Medium	Organize to be as specific and targeted as possible ➤ create interactive online version eventually, if resources permit
<i>Produce a best practices guide for farmers and other outside-the-classroom program providers to use in developing/improving their programs</i>	Medium	Include important considerations/requirements re: working with the public, schools, community organizations, etc. Advertise (for ideas/assistance in development, as well as availability of final document) through Network newsletters, website, etc.

C. Advocacy and Government Relations

<i>Priority Policy Objectives / Opportunities</i>	Priority Level	Implementation Details
<i>Undertake an advocacy/communication campaign re: Local Food Act, as all stated purposes of the Act relate closely to educating Ontarians about local food</i>	High	Provide information and other resources (e.g. backgrounders, fact sheets, sample letters to send to MPPs and government ministers) toward lobby efforts to make as many Ontario voices heard on local food as possible Provide information (e.g. factsheets, backgrounders, handouts) to teachers about the Local Food Act and how it could be relevant to curriculum
<i>Promote more public awareness and education regarding agriculture and, in particular, local, sustainable, and ecological food production</i>	Medium	Create fact sheet re: local, sustainable, ecological food production to send to educators ➤ enlist help of food producers for feedback and input Create video/public broadcast messages highlighting the possibilities and advantages of this type of production (e.g. with regard to the environment, economy, local job creation, etc.)
<i>Advocate for an increase in food literacy education across sectors</i>	Medium	Promote a stronger focus on agriculture and food-related learning in teacher training programs/Faculties of Education Provide school boards with: <ul style="list-style-type: none"> • training and professional development opportunities for teachers • practical, step-by-step profiles of programs from other regions that can be translated into action • ideas, suggestions, and examples of theme teaching opportunities (i.e. incorporating food into curriculum across subjects) in collaboration with outside-the-classroom program providers Promote through public youth-focused organizations (e.g. Scouts, Guides, 4-H, Junior Farmers, young naturalists' clubs, etc.) via workshops for leaders, website, social media, etc.

Appendix A: What was heard – Environmental Scan (Survey)

About the Survey – Process and Respondents

The “Food Education Outside of the Classroom” survey collected responses from June - September, 2013. Its aim was to collect in-depth information about what is already happening in Ontario in the area of food education outside of the classroom, as well as to collect perspectives about the future directions of the Ontario Edible Education Network.

There were a total of 14 respondents to complete the Food Education Outside of the Classroom survey.

<i>Organization / Company / School / Project / Program</i>	Geographic Location (City / Town / Region / Community)	Name
byteSMART Digital Visions www.bytesmart.ca	Northumberland County Ontario	Leah Murray
Culinary Capers	Avon Maitland District School Board	Laurel McIntosh
Gammondale Farm Family Fun www.gammondalefarm.com	Slate River (near Thunder Bay Ontario)	Sue and Gerry Gammond
Garden Party www.gardenparty.ca	St. Agatha, Waterloo Region	Theresa Schumilas
Georgetown Agricultural Society Agricultural Awareness Program	Gerogetown Ontario	Lorna Wilson
Grown in Grey www.growinggrey.org	Grey County	Don Hill
Growing up organic/imagine a garden in every school	Ottawa	Tom Marcantonio
Hamilton Farmers' Market www.hamiltonfarmersmarket.ca	Hamilton, ON	Sapphire Singh
Hillhurst Sunnyside Community Association www.farmersmarket.hillhurstsunnyside.org	Calgary, Alberta	Kate Stenson
InTheKitchn.com www.InTheKitchn.com	Mitchell/Perth County	Carol Miller
Ontario Agri-Food Education Inc. www.oafe.org	Milton, ON	Becky Parker
The Sweet Potato	Toronto, Ontario	CJ Chiddy
UNICEF Canada http://www.unicef.ca/en/teachers/article/global-classroom	Toronto	Paula Gallo
		2 Anonymous

Survey respondents came from a **variety of backgrounds** (i.e. farmers, educators, chefs, grocers, etc.) and from a **variety of locations** around the province, although the majority were located in southern Ontario.

When asked “**What are the primary focuses of the educational programming that you provide outside of the classroom?**” respondents identified, from a list given to them:

- **Food literacy** as the most common primary focus (73% of respondents)
- **Hands-on food and/or garden education** (60%), **food advocacy** (53%), and **supporting teachers/educators** (53%) as the next most common.
- Other priorities to be: **food skills and cooking programs** (47%), **healthy eating** (47%), **environmental education or advocacy** (40%), **farm/rural advocacy** (33%), **farm/rural outreach** (33%), **(student nutrition** (20%), **supporting parents** (13%)

The most common activities survey respondents are currently involved in include **special events for families/communities** (e.g. harvest festivals, Seedy Saturdays, etc.), **teaching skills/learning activities/workshops** outside of the school, and **farm/restaurant/facility tours** for children and youth.

Activities that respondents most commonly noted that they would like to be more involved in included **on-farm activities offered on a regular basis**, **speaking to youth groups** (e.g. 4H, Junior Farmers, Scouts, Guides), and **workshops for teachers/educators**.

Successes

When asked “**what key elements have contributed to the success of your education programming?**” responses included:

“Farm and rural organizations are AMAZING. They do a huge amount with very little.”

“Access to the schools through the School Board's Foundation.”

“In the 1980's several teachers designed a program of stations that enabled our farm to highlight various aspects of farming. For more than 35 years, it is the teachers who are critical to the success of the tours and availing themselves of our wonderful venue. A major key to our success is the education and experience of the operators who are graduates of the Ontario College of Agriculture and the Ontario Veterinary College.”

“Networks are important. Skills are critical - I've attended events run by not for profits who are not farmers, and they seem lacking to me - if we want to educate about food, we need to involve AND compensate growers for doing this - so resources are key.”

“Personal knowledge and passion of agriculture and food...”

“Farm organizations' Volunteers, School Boards and Teachers.”

“Growing up organic”

“Responding to teacher's feedback at the end of each program and at the time of booking (note: the majority of school visit requests are from elementary schools). Hours of operation as we are open 4 days a week (3 of which are business days) during school hours. Local educator Kelly McKinney, Sprout Camp, has been instrumental in establishing our programs and providing ongoing support, feedback, etc.”

“A community and board that have been supportive of this program development has been very significant. We also have access to many resources at the community association (e.g. onsite garden space, indoor programming space, commercial kitchen). We also have an out of school care children's program on site enabling us to pilot our food education programming with children who are already here rather than having to advertise and seek out participants.”

“Determination, passion and timing....asking and calling anyone or group I could think of that might want to have us. A network would be great to seek direction.”

“Collaborating with relevant organizations.”

“Working very closely with schools through our Rights Respecting Schools Initiative. Whole School Change.”

Barriers

When asked “**what challenges have you or others doing similar work experienced in becoming (more) involved in educational programming for children/youth regarding food?**” participants responded:

- Nature & availability of **funding/financing** (to allow farmers to reallocate valuable time, to provide quality programming, to expand offerings of existing programming, etc.)
 - **limited amount of funding available** for these types of programs/activities/initiatives
 - **most funding goes to not-for-profit organizations/programs**, leaving independent, private operators to charge user fees to cover costs
 - “**keeping costs acceptable**” – for schools, parents, organizing groups
 - **limited budgets** of organizations trying to offer programming – difficult to pay for educator(s), develop materials, and provide/expand quality programming to large(r) groups (as requested by teachers)
- **Time constraints** (e.g. growing season is very busy for farmers, children have very scheduled lives outside of school, daytime is ‘ideal’- either during school hours [“getting into schools”] or directly after with parental assistance)
- **Connections with schools / school boards / teachers**
 - Getting information from farms to classroom teachers
 - School boards not offering workshops as often to teachers as in the past
 - Lack of awareness/familiarity of teachers and principals with programming available outside the classroom
 - Lack of support from school administrators re: farm field trips, etc.
- **Limitations/restrictions** in place in certain school boards **due to safety concerns**
 - Following a student death on a non-farm field trip, farm tours in one Ontario school board declined drastically – the school board has been very cautious, particularly regarding field trips involving tractors/wagons/large animals
- **Current education policy**
 - “Not enough importance and emphasis on ‘agucation’ - locally, regionally, provincially and federally.”
- **Lack of openness to change from status quo**
 - Little support, generally, for education around ecological food production – farmers in this sector struggle for legitimacy

- **Competition from other programs**
- **Barriers/Challenges to connecting with other groups to support food education**
 - unrealistic budgets for activities
 - expectation that farmers will volunteer their time and farm – need for compensation
 - limited funding and undervaluation of food education work
 - urban-rural divide and lack of understanding between groups
 - lack of network

The following are some direct quotes that respondents provided in response to the above question about challenges:

“Financial. We have access to the public schools (i.e. all children because of our link to Healthy School Curriculum) but need financing to present a quality program.”

“One of the main challenges that our farm faces is getting the information to the classroom teacher. The school board does not offer workshops as often to teachers as in the past. Principals and teachers who are not aware of the programs from past experience seem to be overlooking the positive aspects of the farm tours in favour of more commercial venues. The teachers who do come are still coming with their classes if their principal is supportive. Otherwise some schools have not been on farm tours at any of the family farms.”

“Conventional agricultural production (including soil fumigation, antibiotic use, pesticide use, reliance on fossil fuels...) dominates the curriculum now, and dominates municipal government agendas - so there is very little support for education around ecological food production and we struggle for legitimacy. Second challenge is the nature of funding - since only not for profits are eligible for grants etc., most of the support goes here - leaving independent, private operators to charge user fees to cover costs.”

“No time for teachers to help kids learn about food...Teacher generally do this on their own time.”

“Budget - we paid an honorarium to an educator in our community to develop our current programs. Capacity - no directly related to food, but schools often want us to accommodate large groups (2-3 classes of 60+ students). In order to provide a quality experience, we have to turn them down.”

“Securing funding for the program is one of the biggest challenges. At this point in time there are not many educational programs available for children and youth regarding food in Calgary so there is not a lot of competition, but there is also a limited amount of funding available for this type of programming.”

“I can only speak about my experience....when and where a challenge...is with children over involved in activities cooking classes aren't always at the top of the list....daytime is the best time...so getting into schools is the idea time...or right after with parental assistants...this worked very well in one school.”

“Educators have a lot of expectations to cover. Champions are needed in the school to engage in these types of activities. If the teacher is not comfortable or passionate, it may not get taught.”

“Making it relevant to teachers, embedding it in the school day, so it's not seen as an add-on. Though we don't specifically deal with food, addressing children's rights, and teaching educators how to incorporate that into the school, often leads to discussions regarding food. It's something I am looking more and more into, as a concrete way to explore advocacy initiatives.”

Respondents were then asked: **“what barriers/challenges have you faced in connecting with other groups to support food education?”** The following are some direct responses:

“Townies” are rarely aware that agriculture is not a factory operation and also not just a lifestyle: most often, it is a family business.”

“Other demands for funding.”

“The barriers in Thunder Bay area are the small numbers of family farms that are properly set up for hosting students or the public because of the liability issues and the need for parking, washrooms and time that is taken away from primary farming activities. There is also a strong presence of government funded venues such Fort William Historical Park that do their own promotions. Although they offer to include private family farms, the cost is prohibitive.”

“Sometimes the budget for activities is unrealistic - and there is an expectation that farmers will volunteer time and donate their farm. My time is at a premium in the summer - if I don't have revenue coming in, I don't have a farm - so I need to be compensated in some fashion for my role in education.”

“The urban-rural divide IS there... It is sometimes difficult to connect to an urban group because they do not understand, nor do they sometimes take me seriously...almost like the 'just a farmer' stereotype... yes - I will say bias. There is a current, a subtle undertone if you will, that urban folks give off when they talk to rural folks, that we are second class to them, that we do not understand... So, there is a need to get rid of that bias.”

“Capacity - my position is part time (24 hrs a week) which allows minimal time for networking.”

“Because funding is limited we are unable to pay other groups and individuals when they provide support to us. This has not yet been a challenge in terms of securing those partnerships, but it perpetuates the undervaluation of food education work.”

“Lack of network.”

Network Connections

Respondents were asked: **“are you connected/partnered with other groups (in your area/region/across the province) to provide and/or promote food education?”**.

- In response, 87% of the respondents stated that they are connected/partnered with other groups.

It is apparent that many connections exist among groups involved in food education outside of the classroom. When asked to identify who they were connected with, the following responses were given:

“OFA, OSMA, Junior Achievement - Farm to Fork annual event, sheep producer education, community businesses info for school kids.”

“Local Optimist Group connected with their focus on Youth.”

“Ontario Farm Fresh Marketing Association. Teachers who are already aware of Gammondale Farm. City of Thunder Bay.”

“COG OCO NFU EFAO Sustain Nourish FoodNet Waterloo Region Food System Roundtable and others.”

“Ontario Association of Agricultural Societies, Halton Region as well as Ontario Federation of Agriculture, Country Heritage Park, Canadian National Exhibition, Canadian Association of fairs and Exhibitions, Egg Farmers of Ontario, Farmers Feed Cities, Dairy Farmers of Ontario to name a few... there are many more I network with.”

“Other similar organizations and OAFE.”

“We are connected with several groups and individuals who are working toward similar objectives and who hold knowledge that compliments that of our own staff. We connect with them for support in these areas. We have also found partners valuable for increasing the reach of our messaging (e.g. distributing information through their listservs and websites).”

“I have connected with a retired physical education teacher and together we developed a program called Culinary Capers.”

“local AITC groups/ ag societies - ag businesses/commodity groups”

“Just recently connected with FoodShare to discuss the co-creation of a workshop for teacher candidates this fall at OISE.”

Further to this, respondents identified that their connections and partnerships have helped in the following ways:

- development of safety protocols and promotional ideas
- not-for-profit groups obtain funding to work with farmers to deliver on-farm programming
- materials and facilitation support
- information and ideas sharing through contacts’ networks to help ensure programming is accurate and up-to-date
- funding
- workshops offered by agricultural organizations like Ontario Farm Fresh Marketing Association
- program offered through school board's Foundation for Education - teachers apply to attend workshop

The following are direct quotes from the respondents to illustrate how their connections and partnerships have helped:

“They have designed and developed programs which I can help deliver.”

“They supplied funding for 1 workshop at their local school.”

“OFFMA has workshops and members who share information on an ongoing basis. We have been members since 1974.”

“Sometimes a NFP group obtains funding and works with me to deliver programming on the farm.”

“By providing support, material wise and personally- by further networking their contacts to acquire more knowledge and up to date information to ensure what I deliver is accurate and current.”

“Develop safety protocols and promotional ideas.”

“We have invited several partners to help facilitate particular workshops with our kids' food and gardening group. For example an urban beekeeper in the area will come and give a hands-on workshop about beekeeping that will be more in depth than what we could have achieved on our own.”

“Local outreach and funding and support for resources.”

The survey explored whether the respondents **had connections with Northern, Francophone, and First Nations communities**.

- Three respondents had connections in Northern communities; two had connections in francophone communities, while four had connections in First Nations communities.
- One farm in the Thunder Bay area has connections with all three communities and found that 30% of farm tours last year were by groups from areas more than 100 km away, where soil and climate conditions limited / did not permit farming. The respondent noted that attending a farm tour was a “huge educational experience” for people from those groups.

Culturally Diverse Food

Respondents were asked “**Do you grow / use culturally diverse and/or appropriate foods in your operation/programming?**”, to which 55% said yes.

Respondents were asked to **identify any challenges to using culturally diverse and/or appropriate foods in their operation / programming**. The following are some of their responses:

“Not enough experience on my part yet.”

“We grow squash and pumpkins which were first grown by Native Americans. We have a program that talks about the 3 Sisters Garden and the nutritious meal that it provides.”

“Products only sell in specialty markets in the GTA - out here in the 'hinterland' these products don't move. So - I can grow them and use them in educational programs, but I can't recover any of my growing costs.”

“No - I actually think that is a great idea and will try to incorporate.”

“Food handling concerns. No local production.”

“None, our vendors sell a wide variety of local and imported foods.”

“This has not been identified as an issue in our community at this point, however as our programs develop it may become more relevant. At this point in time I am not able to identify specific challenges that this may present.”

Curriculum Links

Respondents were asked: “**Is any of your programming linked to the Ontario curriculum?**”, to which they responded:

- Yes - all of it (43%)
- Yes - some of it (36%)
- No - none of it (21%)

This question was followed by: **“If no, has this presented any challenges? If yes, what are the benefits of having your programming linked to the Ontario curriculum?”** The following responses were received:

Yes:

“Makes students and teachers experience at our half day program much more valuable to both.”

“As a result we are provided a spot in the City of Hamilton Culture dept. "trip planner" which is sent to every school in the Hamilton Wentworth District School Board. Cross departmental collaboration has been a huge asset.”

Respondents identified that the following supports would be potentially helpful for increasing connections to schools / overcoming barriers to working with schools:

- being listed in a directory that is promoted province-wide to teachers
- greater recognition/focus in schools on the importance of educating students about healthy eating and where their food comes from
- support from educators, school boards, and others (e.g. OEEN) to improve (re: safety, etc.) and promote farm tours
- charitable or private funding
- more funding to expand existing programming to more schools and students

OAFE support was noted as “most useful” by an organizer of a co-operating group of agricultural organizations that offers special events for students to help them better understand farming and food production – “Need to get more of our organizations to use them.”

Motivation

When respondents were asked: **“What is your motivation for providing food education?”** and given a list of possible responses they selected:

- **Identified need / demand in community** (79%), **Wanted to provide community outreach** (57%), and **To promote community / region / province** (43%) as the most common reasons.
- **To supplement farm / business income** (21%) and **To promote business / organization** (21%) as less common reasons.
- A number of other reasons as elaborated with the following comments:

“It is an opportunity to meet the farmer who provides your food.”

“To reduce our carbon and eco footprint in food systems - the fact that you didn't even consider ecological issues in your choices in this question reinforces my comment above - there is VERY limited awareness and concern about the ecology of food systems.”

“I feel guilty that our kids eat such horrible food.”

“To position the Hamilton Farmers' Market as a community space/resource.”

“To help provide children and youth with tools and knowledge for them to become active participants in their food system.”

“I love playing with younger children in the kitchen, they have such enthusiasm and are so much fun!”

“To build capacity with teachers and students, build skills and an awareness of their ability to effect change.”

Ontario Edible Education Network role

Respondents were asked: “**The following ideas have been suggested for the Ontario Edible Education Network to initiate. Please identify up to 10 of the following ideas that you think the network should make a priority.**” The top priorities from a list that was given were:

- Build capacity for partnerships e.g. connect communities to schools (individuals wanting to participate in classroom education; connect farmers and teachers) (60%)
- Provide a means for information sharing; provide information such as: groups or personnel that provide various skills or offerings; details about farms that provide learning experiences; courses and programs for young adults. (53%)
- Develop best practices sheets, fact sheets, statistics that can be used when presenting. (47%)
- Provide training and professional development for educators, administrators and school boards. (47%)
- Publish program start-up guides with tips from experienced groups. (40%)
- Provide a means for groups to network and request skills or resources from each other. (40%)
- Provide public awareness: develop a media committee to generate ongoing awareness of progress in this area; regular public broadcast messages about local foods; a video of community efforts; find celebrity champions; find subject experts for events and workshops. (40%)
- Develop tools to support documentation, evaluation, and measuring success. (40%)

The following “other” priorities were also provided:

“Lobby Faculties of Education to include Healthy Schools legislation into their training. I see new teachers still using candy to motivate students - unacceptable.”

“1. Provide money to schools for students to travel to real working farms that are already providing tours that are curriculum based. These Farms must satisfy curriculum criteria for content and safety. 2. Give consideration to providing monetary help to qualifying family farms for liability insurance (Our insurance is expensive and almost prohibitive). 3. Provide workshops for family farm operators who may be considering educational tours.”

“Gain support for programs teaching kids about food...In Ottawa this happens if a teacher takes a special initiative (often on their own time) at their school and is not always supported by management and the school boards.”

“Providing ways for small groups to document and record their success, to show impact, will provide a really concrete way for them to then go for funding. Simple M& E tools would be really appreciated.”

Appendix B: Existing initiatives to contribute to / work with / build on

Ontario Farm Fresh Marketing Association - has workshops and members who share information on an ongoing basis

Sprout Summer Growing Camp - an outdoor, place-based education program, operating in Hamilton, with the aims of creating friendships, gaining environmental awareness and building community

Bruce Botanical Food Gardens – a non-profit corporation whose mission is to use the vehicle of agri-tourism to address the issues of food insecurity, sustainable agriculture, and the plight of the small family farm through education, hands-on experience, and cultural activity

Grey Bruce Sustainability Network – among other initiatives, offers a program called FoodWorks (a day-long series of interactive opportunities for students to experience how our food moves from farmer's fields to our plates)