



NOURISHING FOOD, NOURISHING KNOWLEDGE

Report on the Forum on Food Security and Nutrition among First Nations Communities in New Brunswick

November 18 - 19, 2014



NOURISHING FOOD, NOURISHING KNOWLEDGE:

Food Security and Nutrition among First Nations Communities in New Brunswick

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This report is a product of your expertise, enthusiasm and collaboration. *Wela'liq!*

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Sharing Our Stories of Struggle and Success with School Nutrition Programming in First Nation Communities

EXECUTIVE SUMMARY

First Nations, Métis and Inuit (FNMI) are among Canada's most vulnerable populations and face a unique set of challenges related to nutritious food access, availability and use compared to the majority of Canadians. As a consequence, FNMI are at a much higher risk of household food insecurity. For the past 19 years, Canadian Feed The Children (CFTC) has been working in partnership with First Nations communities and schools with a focus on ensuring consistent, universal access to nutritious food for children in all partner schools and communities.

CFTC's vision and long-term goal for its work in Canada is to support sustainable food systems that ensure women and men in First Nations communities have the tools and resources to strengthen the nutrition status of their children and families. This is being achieved through school food programs, which provide a strong foundation on which to build relationships and develop trust with community members for broader community engagement on healthy living.

The inaugural forum *Nourishing Food, Nourishing Knowledge: Food Security and Nutrition among First Nations Communities in New Brunswick*, held November 18-19, 2014, brought together more than 45 participants including cooks, project coordinators, health professionals, teachers, and community leaders at Elsipogtog First Nation. Five First Nations communities in New Brunswick and Ontario were represented. Along with food security networks and other food-focused organizations, they discussed practical ways communities and schools are addressing food security in their own contexts.

The forum was initiated in response to an identified gap in best practices in CFTC's school food programs. By bringing together community partners and other groups to share learning through a collaborative and participatory process, CFTC believed that together we would strengthen capacities, promote knowledge sharing, build relationships, and both foster existing and inspire new forms of collaboration.

The New Brunswick Innovation Fund 2015, a seed fund initiative available to four First Nations communities participating in the forum (Elsipogtog First Nation, Eel Ground First Nation, Tobique First Nation, and Burnt Church First



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Nation) was announced at the forum to develop and pilot new and innovative ideas around food in these First Nations communities.

By the end of the event, it was anticipated that participants would:

- *Notice* opportunities for collaboration
- *Know* practical ways to strengthen their nutrition programming and projects
- *Feel* inspired to improve nutrition and healthy eating within their communities
- *Believe* in the work, their new partnerships, and in new ways of working

Rich learning was gleaned from plenary and concurrent workshop options which catered to participants' needs and interests. Topics ranged from ensuring successful school food programming in First Nations communities, growing school and community gardens, to engaging the wider community on healthy eating practices by addressing food access through programs like fresh food boxes, budget-friendly menu-planning, and collective kitchens. These topics – developed by participants themselves through a pre-forum survey – provided forum participants with the opportunity to engage with others doing similar work.

Knowledge exchange and learning continued as organizations involved in student nutrition programs and community food markets in other provinces shared their learning and best practice. Networks such as the New Brunswick Food Security Action Network did an excellent job of capturing the state of food security in the province and offered participants tools and resources to support their communities.

A World Café brought forward reflections over the two-day forum for discussion, identifying in intentional ways the types of connections made, new ideas generated, and naming highlights and barriers as we work together to advance student nutrition programming in First Nations communities going forward.

There was a strong cross-pollination of ideas through the formal workshop sessions and informal conversations among community members including cooks, students, Elders, teachers, project staff, and community leaders. School cooks exchanged traditional food preparation techniques. Students documented and shared their learning on food security through graphic design. Parents and school principals learned how to start and maintain a small garden and how to prepare healthy food on a budget. Technical experts shared practical ways to strengthen programming and expressed a willingness to try new ideas in their student nutrition programs. After two days rich with learning and sharing, 100 per cent of participants indicated that they were satisfied (31%) or very satisfied (69%) with the agenda.

KEY OBJECTIVES

Promote knowledge transfer among partners and external participants

through a series of small group workshops led by subject matter experts and an environment for shared learning and engagement.

Build and strengthen relationships among participants for future collaboration

by creating space and time for networking and sharing during meals, a community tour, and a traditional dinner and dance allowing participants to meet and engage with one another, form new contacts, and deepen existing relationships.

Identify food security and nutrition resources for stronger programming

by providing tools and resources in workshops on a range of topics related to healthy food practices (e.g., food mentor toolkit and recipes; community garden toolkit; how-to guides on eating well for less and establishing community kitchens, etc.).



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INTRODUCTION

The *Report on Household Food Insecurity in Canada, 2012* (PROOF, released March 2014) documents that one in every six children in Canada is living in a food insecure household. According to this report, food insecurity indicates deprivation in terms of a basic human need: access to nutritious food in sufficient quantities to maintain good health. The report notes that four million Canadians are vulnerable to the physical and emotional hardships of food insecurity, and the associated negative effects on overall health and well-being.

Aboriginal households were found to have a much higher food insecurity rate at almost two-and-a-half times that of all Canadian households (28% versus 12.6% in Canada overall). This reality, compounded by historical injustices, intergenerational trauma, and a variety of interrelated factors (including unequal distribution of resources, limited economic access and lack of access to traditional food practices) exacerbate food insecurity at the household and community level resulting in too many school children going to school hungry.

In New Brunswick, CFTC has continued to invest significantly in strengthening relationships and growing multi-year programming with First Nations partners. Best practices necessitate the coordination of partner communities to share amongst themselves the key success factors for effective school food programs in First Nations communities.

The two-day *Nourishing Food, Nourishing Knowledge* event took place on November 18 and 19, 2014. It aimed to promote knowledge sharing and learning; build and strengthen relationships between partners for future collaboration; and identify food and nutrition resources to strengthen partner programming.

These objectives were achieved by bringing together key representatives from partner communities, other local First Nation communities, and external stakeholders including academic representatives, local food security networks, CFTC partners and organizations in New Brunswick and Ontario to discuss key factors for effective school food programming in First Nation communities.

The overarching theme of *feeding our spirit by sharing stories of struggle and success with school nutrition programming in First Nation communities* situated



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the event within the context of the journey each CFTC partner community is on, and celebrated successes in school food programming in the community and beyond.

This report presents a summary of the keynote address and the first plenary session and a review of the forum outcomes, including the launch of the New Brunswick Innovation Seed Fund, available to participating communities (Eel Ground First Nation, Elsipogtog First Nation, Tobique First Nation and Burnt Church First Nation) in 2015 to build on or strengthen existing sustainable nutrition and food security programming based on learning gleaned from the forum.

EVENT WORKSHOPS AND OUTCOMES

“[We must] move to an earlier, simpler and more peaceful way of life, aligned with Mother Nature. Humanity can rebuild our broken relationships with one another and with the environment if we return to traditional ways of eating local and interacting with our environment. These ways nurture us and sustain the environment, for us and for future generations.” – Elder Josie Augustine, Elsipogtog First Nation

In her opening remarks, Elder Josie Augustine’s call to see and understand food from the earth as our medicine, and to recognize that as we preserve Mother Nature she will preserve us in turn, set the tone for rich conversations on nutrition and healthy food practices within schools for children, and at the household and community levels.

Building on this theme in her keynote address, Rebeka Frazer-Chiasson, an organic farmer from Rogersville, New Brunswick, explored the interconnectedness of the land, soil, water, seeds, histories and peoples and the centrality of building a food system that is collaborative and inclusive of Indigenous leaders.

Chiasson presented a pertinent address on the principles of food sovereignty through organizations like the Indigenous Environmental Network and others which sparked conversation on the urgency for a just food system. As we



Elsipogtog First Nation Elder Josie Augustine (above) delivered a powerful message to open the Forum, which Rogersville, NB organic farmer Rebeka Frazer-Chiasson (below) built upon in her keynote address.



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SIX KEY SUCCESS FACTORS

Elsipogtog First Nation's School Nutrition Program identifies the following success factors as critical:

- 1. Strong community leadership with a strong vision** that sees both the challenges with regard to food insecurity in their community, specifically its negative impact among children, and the opportunities to address these challenges.
- 2. Committed, trained and experienced kitchen staff** who believe in the work they are engaged in as front-line staff, and are involved in planning menus and ordering food.
- 3. A clear management structure:** a project coordinator with long experience working with First Nations communities, who understands the history of Indigenous Peoples in Canada, engages in relationship-building within and outside the community, supports community priorities, and works closely with community members and agencies (including the school, health centre, head start, etc) to develop a holistic school nutrition program.
- 4. Creativity in seeking multiple partnerships** for sustainability, including wholesalers, funders, agencies within the community, etc.
- 5. Parent and community-at-large engagement** on school food menus, guidelines for allergies and invitation for involvement.
- 6. Creating short- and long-term goals for the program collaboratively** with a committed team who believes in the program's value.

Elsipogtog First Nation's success factors reflect years of hard work by a dedicated and committed group of people, and can be used as an inspiration and model by other First Nations communities.

remember our interconnectedness to our environment and each other, it becomes imperative for us to work together to create access and availability of nutritious food for all.

Kicking off the first day of the two-day forum, Patricia Murphy, dietician at the Elsipogtog Health and Wellness Centre, looked at ways to ensure that school food programming results in food security for all children in First Nations communities. In her presentation on the comprehensive nature of Elsipogtog's school food program (for the last eight years in partnership with CFTC), Patricia presented data that reinforced the reality that large numbers of children in Elsipogtog First Nation Elementary School are going to school hungry:

- 56% of students said they went to bed hungry
- 49% go to bed hungry at least once a week
- 33% students had pop, chips and candy for breakfast at least once per week
- 58% ate all-meat pizzas at least once per week
- 41% of children in Grades 1 to 4 are obese
- 49% of those in Grades 5 to 8 are at risk of developing Type 2 diabetes

The Elsipogtog First Nation Elementary School Nutrition Program ensures all students have access twice daily (breakfast and lunch) to nutritious meals at no cost to the child or the household.

This program has evolved over the years to include:

- a school and community garden (for students to learn by growing food themselves)
- nutrition education/nutrition month (focus on healthy eating challenges, recipe development, etc.)
- physical activity through BC Action Schools (indoor and outdoor training, etc.)
- student leadership opportunities (on respect, self-esteem, appropriate behaviour, etc.)
- health and wellness teachings (working with Elders to address all areas of wellness), and
- mental fitness (assemblies, recognition for work done well, good behaviour, etc.).



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In June 2014, community project coordinators, teachers, leaders, and members responded to a short pre-forum survey that listed 11 topics from which participants could choose their preferred workshop content. We also invited them to provide additional ideas for topics about community food and nutrition in which they were interested; identify their learning objectives; and suggest an overall goal to which the forum would aspire.

The agenda was created from this input, which resulted in a robust and varied program built entirely by and for the participants themselves.

DAY 1

CONCURRENT SESSIONS 1

BUDGET-FRIENDLY HOUSEHOLD MEAL PLANNING

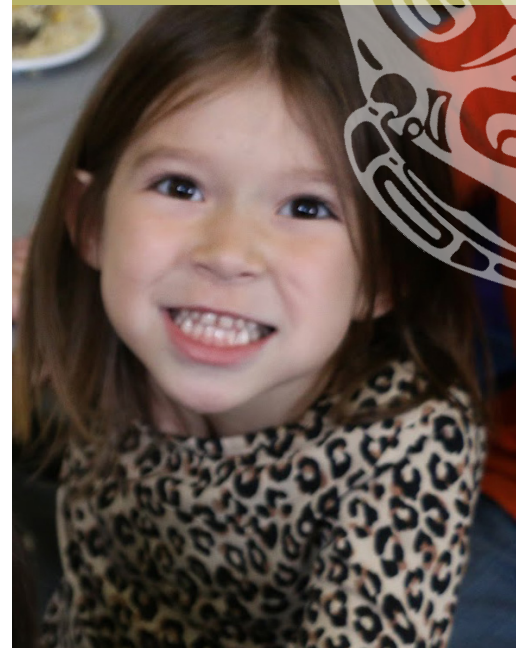
What we wanted to accomplish

- To discuss traditional foods found locally and ways to prepare them
- To prepare and preserve healthier meals for households
- To discuss resources available to support families in this process

Facilitated by: Joanne Roy, Kent Food Security Network in New Brunswick

What happened?

Participants were fully engaged with deep and reflective questions on what they can do within their own households in terms of planning, budgeting and ensuring they are providing nutritious meals for their families. Increasing food access means having educational kitchens where people can cook together and support one another to create grocery lists based on a meal plan and completed food inventory (from your own kitchen), cost-sharing as an option to make large batches of food that everyone shares (cost and food), and reading labels to determine what is in your food.



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Practical tips such as shopping the perimeter of a grocery store, dedicating one day in the week to make several meals and freeze them, or creating a budget and sticking to it, resonated with participants.

Conversations on ways to prepare traditional foods while maintaining nutritional value ensued, with cooks from various communities sharing their strategies on preparing traditional foods such as moose meat for children in a way that children will eat and appreciate it.

ENGAGING AND INTEGRATING STUDENTS INTO THE GARDENING PROCESS: A RIPE ENVIRONMENT FOR LEARNING

What we wanted to accomplish

- To create opportunities for students to participate in garden preparations and maintenance
- To incorporate traditional food perspectives and practices
- To share learning through a case study conducted in Tobique First Nation

Facilitated by: Sky Perley, Elephant Thoughts Project Coordinator at Tobique First Nation

What happened?

Sky Perley led a discussion on the innovative outdoor work taking place through a partnership between Tobique First Nation and Elephant Thoughts Educational Outreach. The session explored questions on the importance of having and keeping a garden including seeding and planting the garden and drawing a connection between gardening and sustainable eating.

Some of the challenges Tobique First Nation faced in working with students to build a garden and foster an understanding of its value included a fluid volunteer schedule, which required adjustments in participation incentives, adjusting programming timetables, positioning collaborative learning as a journey that leads to the connection of food to culture, language and a way of life.



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FRESH FOR LESS: MAKING NUTRITIOUS FOOD AVAILABLE AT EEL GROUND FIRST NATION

What we wanted to accomplish

- To explore the Fresh for Less model by defining what it is, how it works, and ways it can be used as a tool to engage the community on food and nutrition topics
- To explore lessons learned and identify success stories to inform future programming

Facilitated by: Chad Duplessie, Eel Ground First Nation Project Coordinator

What happened?

Chad led a discussion to explore the Fresh for Less initiative at Eel Ground First Nation. He spoke about a recent survey which indicated a high incidence of food insecurity related to low income levels. In Eel Ground First Nation, the gap between living wages and the cost of food (and the cost of transportation to purchase food) is significant, causing much stress and anxiety for many community members. The Eel Ground First Nation Fresh for Less program seeks to address this gap by providing a subsidized fresh produce and fruit box monthly so community members have access to nutritious food locally.

As with any program, there are challenges. For Eel Ground First Nation, it has meant closely monitoring the program and feedback to respond immediately to gaps in service and other glitches including providing easy-to-use menus along with the produce, and offering various size and cost options of the fresh food boxes so community members can purchase according to their needs and preferences.

The program relies on a partnership with a wholesale food supplier, commitment of community volunteers (including parents and students), and the active participation of community members and staff for success.

The Fresh for Less program counts as successes the fact that community members now have access to fresh produce where this was not the case before; and student youth champions and parent volunteers are enthusiastically engaged in preparing and distributing the Fresh for Less food boxes each month.



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CONCURRENT SESSIONS 2

SO YOU WANT TO GROW A VEGETABLE GARDEN!

What we wanted to accomplish

- To examine closely some food growing basics: seed selection, plot identification, planting, harvesting, food preparation and food eating
- To understand the importance of location, soil selection, and necessary tools, as well as how and when to plant
- To understand gardening terminology including tilling, watering, etc.

Facilitated by: Tamara Sealy, Teacher and Ambassador with Nutrients for Life

What happened?

The success of any vegetable garden is determined by the quality of the soil, the tools needed for the work, the location of the plot of land, and of course the seed that is planted. Exploring the basics of where, how and when to plant including ensuring firm protection from animals and vandalism were central to this workshop. Tamara led a discussion on food growing basics, eating local, eating what you grow, and reducing your carbon footprint to feeding your family.

The key to successful vegetable gardening is starting small and with an openness to learn as you go about topics such as using raised beds versus in-ground gardens, and recognizing and using good soil (fine and airy with few rocks and a nice, crumbly texture, which means it is high in organic matter).

In growing a garden, consider the space needed, what you like to eat, preferred preserves, and – especially – fun! Easy vegetables include carrots, beans, tomatoes, and beets. Crops such as cucumbers, squash, watermelon and pumpkins can also be great options for growing, learning and enjoying once matured and harvested.



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USING NUTRITIOUS SNACKS IN SCHOOLS AS A SUCCESSFUL FUNDRAISING TOOL

What we wanted to accomplish

- To show that nutritious snacks in schools can be used as a successful fundraising tool

Facilitated by: Carlene Keeshing, Band Council Member at Chippewas of Nawash Unceded First Nation (Ontario)

What happened?

Over the course of running their school food program in 2014, the Chippewas of Nawash Unceded First Nation Elementary School experienced unintended success when they prepared nutritious snacks for purchase. Carlene shared the success the elementary school in her community has experienced using nutritious foods, including fruit and vegetables infused with a bit of creativity, as a pleasantly surprising new revenue stream to meet fundraising goals. The creative designs (including butterflies, bugs, etc.) of these nutritious snacks, which included various fruits and vegetables prepared by parents and students, raised over \$200 for the school for the first time ever – while also teaching students about the importance of healthy snacking!



FARM-TO-SCHOOL PROGRAM

What we wanted to accomplish

- To evaluate and learn from local school practices with procuring and serving fresh, nutritious foods in school cafeterias across the province

Facilitated by: Kelsey Wilson, New Brunswick Farm-to-School Coordinator

What happened?

The farm-to-school program model is simple yet gets expressed in each community in a different way. The nourishing school communities' initiative gives kids a perspective on food through the creation of healthy food environments, while



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building on current regional successes across Canada to bring about large-scale systems change. The common goal for each farm-to-school program is to bring healthier, local, sustainable foods including fish and wild foods into schools. Kelsey presented the common objectives of this program: to support local farms and the local economy; to promote a healthy environment; to improve student nutrition; and to increase student learning opportunities from 'farm to fork' or from 'grow to throw.' There are currently eight pilot farm-to-school programs in New Brunswick with school leads and a team to help ensure effective functioning and community buy-in. The amount of collaboration in New Brunswick is a big reason why these projects have been a success.



DAY 2

PLENARY SESSIONS

EXPLORING FOODSHARE TORONTO'S STUDENT NUTRITION PROGRAM

What we wanted to accomplish

- To explore FoodShare's best practices for student nutrition programs in Toronto
- To highlight key elements that contribute to this program's success, including stakeholder engagement (students, staff, teachers, and the community at large)
- To identify and share curriculum connections within student nutrition programs

Facilitated by: Ulla Knowles, Student Nutrition Community Development Manager at Food Share Toronto

What happened?

Student nutrition programs are about so much more than food. They encompass job skill training, community safety and youth violence prevention, and



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alleviation of short-term food insecurity, among other objectives. This session explored FoodShare's projects and their intentional link to school curriculum, which ensures contribution to future healthy food practices for children. To deliver good, healthy school food for all children and youth, layers of partnerships must be in place between children and youth, parents, funders, teachers and administrators, local businesses, community members and service clubs, among other stakeholders. This key success factor when launching and managing these programs ensures local ownership of programs and fosters long-term sustainability.

Some of the program's best practices include providing nutritious and safe food with ethno-cultural sensitivity; making programs universally accessible to all children; promoting community financial accountability and liability for long-term sustainability; and ensuring community consultation and local involvement in program planning to strengthen community capacity and participation.

Curriculum connections link nutritious food with the school curriculum. They include planting and reaping the harvest from community and roof-top gardens; teaching and learning new skills such as safe food handling and hand-washing; incorporating art work into the curriculum as an accessible and interactive way to convey nutrition education principles; and providing tangible ways to engage with decision-makers on the value of student nutrition programs and their contribution to students, families, and future generations.

FIRST NATIONS FOOD STRATEGY: STORIES FROM COMMUNITIES IN NORTHERN ONTARIO

What we wanted to accomplish

- To gain a deeper perception of the food insecurity realities in Northern Ontario.
- To discuss ways in which several communities have mobilized to develop a food sovereignty strategy through key community champions.
- To share learning on ways in which these communities continue to live and implement their strategies in practical ways given realities in the north.

Facilitated by: Gigi Veeraraghavan, Fort Albany First Nation



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What happened?

For communities in Canada's forgotten north, which comprises two-thirds of the province of Ontario, access to fresh vegetables and fruit necessitates a strategic alliance between northern communities and southern organizations. Of the 49 communities in Northern Ontario, over 30 are fly-in with ice roads, which means there is limited access to and availability of nutritious food products.

Gigi discussed how her community identified and built on their strengths to increase access and availability of food in Fort Albany First Nation, including building on the culture of food sharing, enhancing the student nutrition program, and incorporating Indigenous knowledge of the land and river systems, and their gardening skills.

Fort Albany has organized a non-profit market which imports and sells fresh produce to community members and agencies at cost, supporting student nutrition, Meals on Wheels, and food boxes to daycares and Elders. The community, which developed a partnership with southern organizations and other communities along the James Bay coast, has operated its food market for the last seven years.

While industry and resource development continue to change the way of life for communities in Northern Ontario, much work has gone into developing a food sovereignty strategy. This marks a great step in shifting control to communities over land and water ways.

The food sovereignty strategy is based on six equally-important pillars:

1. Traditional practices (skills promotion, wellness, and knowledge of hunting and gathering)
2. Local production (traditional gardening techniques – things do grow! – the need is to remember what)
3. Imported foods (controlling what is brought in also means understanding what healthy food is)
4. Nutritional practices (what is healthy? Recognize foods as medicines and look beyond the dietary guide. Tackling issues around healthy food consumption, balancing emotional and physical needs)
5. Planning, policy and advocacy (design the change that needs to take place with government and other entities that affect remote communities)
6. Research and knowledge transfer (networks and control over the type of research in communities; sharing and learning from each other)



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In Fort Albany, awareness of the issue of food security can now be seen through the creation of a political portfolio. Additionally, there is a larger context of impact based on the medicine wheel, which is about building confidence (discipline and practice) of students so they can go onto college. With strong headway being made on mental health, people are taking care of themselves and one another. The food movement has become a strong force within this positive change.

FOOD SECURITY IN NEW BRUNSWICK

What we wanted to accomplish

- To introduce forum participants to local food security initiatives through organizations like the New Brunswick Food Security Action Network (NBFSAN)
- To foster understanding of the network's mandate and make known resources for strengthening food security status of community members in New Brunswick

Facilitated by: Rick Hutchins, Acting Managing Director, NBFSAN

What happened?

Rick set the context for the food security situation in New Brunswick, where one in three First Nations children (one in four Canadian) are food insecure. Highlighting the classic definition of food security, which exists “when all people at all times have physical and economic access to safe, sufficient, culturally appropriate and nutritious food to meet dietary requirements,” he presented the NBFSAN mandate to facilitate provincial networks among organizations and individuals and promote research, education and community engagement on food security throughout New Brunswick. Sustainable food systems must recognize all actors, which include land, people, communities and farmers. A healthy, sustainable food system will focus on local, seasonal foods; the health of the population and planet; building communities; and local economic development.

Food insecurity challenges localized in New Brunswick include the aging population of farmers (average age 55) and the high rate of food bank usage, correlating with high unemployment rates and below average incomes. These



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contribute to poor eating habits as people eat what they can afford, and the cost of fresh, healthy food continues to rise.

Short-term relief strategies include food banks, soup kitchens, school lunch programs, etc., while in the medium term, focus must be on capacity-building strategies where community engagement, local food markets, and collective kitchens will form part of the solution to improving local food security. Ultimately what is needed is a systems change perspective which will aim to transform policies around food and build local, sustainable food systems that benefit everyone.

WHAT YOU NEED TO KNOW TO DEVELOP AND MANAGE SUCCESSFUL COLLECTIVE KITCHENS IN FIRST NATIONS COMMUNITIES

What we wanted to accomplish

- To demonstrate the community support and social value associated with food sharing through collective kitchen initiatives
- To demonstrate a step-by-step process for starting a collective kitchen and concrete ways for ensuring its success

Facilitated by: Leonard Abel, Community Kitchens Facilitator at FoodShare Toronto

What happened?

Leonard discussed his experience and the lessons he's learned along the way as Community Kitchens Facilitator for FoodShare Toronto. His journey saw him taking classes to build skills in collective kitchen operations, which included learning about healthy food choices, preparing home-made foods, and documenting learning and resources for sharing.

Starting a collective or community kitchen requires advertising to inform potential participants. An initial meeting is then set up and organized around a particular objective (e.g., Why is this important? What is the purpose?). Subsequently, you determine the space required for the initiative; identifying the location and getting your kitchen ready, ensuring all the tools are available and ready for use.



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The final steps are to organize recipes and finances, purchase groceries, and hold your first collective/community kitchen.

Ideally, you will assign duties so that responsibilities – from ordering to cooking to cleaning – are shared. It is critical to ensure kitchen safety and hygiene at all times, and to store ingredients and resources properly. Beyond preparing food together, the idea is to build community and strengthen relationships by sharing food preparation and food eating.

WORLD CAFÉ REFLECTIONS

To wrap up the two-day event, CFTC's NB Program Coordinator, Cheyenne Mary, facilitated a World Café exercise. Four stations in each corner of the meeting space were hosted by a note taker who posed one reflective question to the group. Participants, split into four groups, spent 10 minutes at each station answering each question. After 40 minutes, everyone had an opportunity to provide their input and each note taker then summarized the overall responses to their question, sharing them with the audience.

The following were the four reflective questions posed:

- What were the highlights for you? What stood out to you?
- What ideas will you try in your community?
- What are some barriers to implementing new ideas in your community?
- Describe new connections you made during this event.

Participants' consolidated responses to each question are provided below.



Highlights	New Ideas	Barriers	Connections
Education	Traditional foods	People	Networking
Program review	Food literacy	Access to food	Generations
Connections	Kids & veggies	Sustainable funding	Ideas
Youth dance	Kids & parents	Facilities	First Nations & mainstream
Ideas together	Buying local	Lateral violence	Cooks & schools
Personal stories	Stories & videos	Resistance	Reconnection
Food security & sustainability	Significant salad		Need for a voice of the food insecure
Menu planning	Learning as you go		



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CLOSING CEREMONY

Elder Josie Augustine led the forum's closing event by bringing everyone together in a circle and reminding us of our interconnectedness to one another, to food, and to the environment. Each participant expressed in one word their thought, reflection, or emotion at that moment. Elder then said a prayer and concluded the meeting. Comments shared by participants included feeling inspired, excited and motivated following two days of productive work.

WORKSHOP EVALUATION

We evaluated impressions of the forum, its usefulness in achieving its intended outcomes, relevance to participants, and areas for improvement. Fifteen forum participants completed the survey.

Overall, how satisfied were you with the forum?



How satisfied were you with the food at the forum?



How satisfied were you with the forum discussions and presentations?



How satisfied were you with the forum's concurrent sessions?



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Participation in the forum improved my capacity related to:

Knowledge transfer



Networking for future collaborations



Understanding key factors related to effective food programming in First Nation schools



Identifying food and nutrition security resources for strong programming



Participants also expressed that they valued:

- the skills and knowledge they gained around understanding more about food security and sustainability
- learning about community kitchens – what they are, how to set them up and their benefits, and
- gaining a perspective on shared challenges across jurisdictions.

The top four ways that participants indicated they would like to implement in their work are through:

1. Assisting in collective kitchens
2. Starting or participating in community gardens
3. Shopping locally, and
4. Connecting with resources/people in the community to share information.



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Verbatim feedback revealed that rich conversations took place (such as the exchanges between cooks from different communities on practices for providing traditional foods such as moose meat to school children in a way that they will eat it) and were highly valued by participants. Participants also appreciated the new relationships and connections that they made, as well as the existing ones that were strengthened.

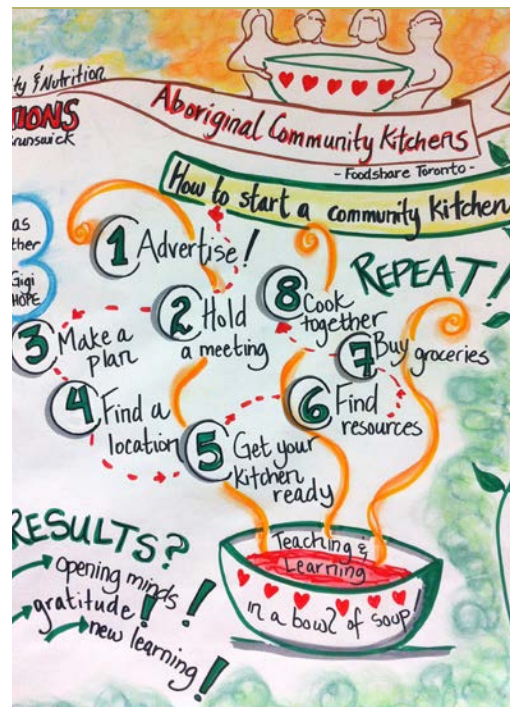
There was great interest and excitement about the prospective seed fund projects in 2015. Finally, respondents identified that hands-on practical learning and participatory methods were the best and most effective way to conduct this event.

CFTC can say with confidence that event objectives – that participants would notice new collaboration opportunities, acquire practical ways to strengthen student nutrition programming, feel inspired to improve nutrition and healthy eating, and believe in the work they are each a part of and in new partnerships and new ways of working – were reached.

NEXT STEPS

Next steps following this successful forum include:

- a. Working closely with current partners to strengthen student nutrition programming across all other partnerships to ensure ongoing cross-sharing, learning and practice of school food programming success factors in First Nations Communities.
- b. Nurturing and growing new relationships established at this event to networks, local government officials, other organizations and communities, etc., to strengthen the movement toward ensuring children in First Nations communities have the foundations to build a prosperous future. This includes access to nutritious food within the context of the school. Work continues to engage and strengthen partnerships with parents and other community members as they take the lead in addressing food security issues for their children, households and communities.
- c. Supporting communities in the preparation, submission and implementation of the New Brunswick Innovation Fund in 2015.



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APPENDIX A

PARTICIPANTS

Carlene Keeshing, Band Council Member & Board of Education Liaison, Chippewas of Nawash Unceded First Nation

Chad Duplessie, Project Coordinator, Eel Ground First Nation

Cheyenne Mary, New Brunswick Program Coordinator, Canadian Feed The Children

Christena Dykstra, student, University of New Brunswick

Colette Lacroix, Kent County Inclusion Network, Kent County Food Security Network

Crystal O'Neill, Teacher, Elsipogtog First Nation

Darren Leyte, Food Policy Liaison Officer, Health Canada

Della Bernard, Community Health Representative, Tobique First Nation

DJ Joseph, Band Manager, Elsipogtog First Nation

Freda Simon, Cook, Eel Ground First Nation

Genevieve Drouin, Program Development Manager, Canadian Feed The Children

Gigi Veeraraghava, Band Council Member, Fort Albany First Nation

Guilmond Savoie, Kent County Transportation Network, Kent County Food Security Network

Heather Johnston, Director of Programs, Canadian Feed The Children

Helen Ward, Principal, Eel Ground First Nation

Ivan Augustine, Director of Education, Elsipogtog First Nation

Janet Rhymes, Graphic Artist, Halifax

Jean Ann Clement, Cook, Elsipogtog First Nation

Jenessa Francis, student (Grade 6), Eel Ground First Nation

Jessica Brennan, student, Renaissance College, University of New Brunswick

Joanne Roy, Coordinator, Kent Food Security Action Network

Josie Augustine, Elder, Elsipogtog First Nation

Kelsey Wilson, Farm 2 School Coordinator, New Brunswick Food Security Action Network

Keri Sock, Student, Elsipogtog First Nation

Kim Francis, Cook, Eel Ground First Nation

Larry Flanagan, Principal, Esgenoopetitj (Burnt Church) First Nation

Leonard Abel, Kitchen Coordinator, FoodShare Toronto

Linda Saulis, Cook, Tobique First Nation

Mary McKenna, faculty, University of New Brunswick

Mueni Udeozor, Program Officer, Canadian Feed The Children

Patricia Murphy, Dietitian, Elsipogtog First Nation

Paula Pirie, Principal, Tobique First Nation

Rebeka Chaisson, Organic Farmer, Rogersville

Rick Hutchins, Acting Managing Director, New Brunswick Food Security Action Network

Sage Simon, student (Grade 6), Eel Ground First Nation

Scott MacAfee, Coordinator, Government of New Brunswick

Sky Perley, Program Manager (Elephant Thoughts), Tobique First Nation

Stephanie Levesque, Dietitian, Tobique First Nation

Stormy Augustine, Student, Elsipogtog First Nation

Susanne Sappier, Food Bank Manager, Tobique First Nation

Tamara Sealy, Teacher Ambassador, Nutrients For Life

Tim Nicholas, Director of Education, Tobique First Nation

Trish MacDonald, Advisory Committee Member, Eel Ground

Ulla Knowles, Student Nutrition Community Development Manager, FoodShare Toronto



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APPENDIX B

NEW BRUNSWICK FOOD SECURITY PRE-FORUM QUESTIONNAIRE

Topics to be explored at the forum in order of greatest interest.

1. Participating and/or supporting a Healthy Eating Students Champions Group
2. Healthy eating on a budget (including strengthening nutrition knowledge on the food groups, menu-planning, label reading, etc.)
3. (tie) Managing a successful and healthy school food program and Engaging and involving parents in the school food program and Getting community members and leaders involved in strengthening their access to and preparation of nutritious food
4. (tie) Beginning and operating a community collective kitchen and Incorporating nutrition education into an existing school food program
5. (tie) Healthy food preparation for students and Healthy food preparation, preservation and recipe-sharing for parents
6. Establishing school and community gardens

Other topics identified of interest.

1. Utilizing traditional foods more efficiently
2. Impacts that economic factors have on food security
3. Student grocery shopping tours
4. Age appropriate curriculum for grades K-8
5. Knowledge of “real food” versus processed and man-made food and how it negatively affects the body
6. How to get cooking staff, school staff, parents and kids on board with the program (buy-in and collaboration)

Aspects of New Brunswick First Nations communities’ food and nutrition programming to be featured.

Eel Ground First Nation

- a. Fresh for Less
- b. School Food Program
- c. Cooking Demonstration Classes

Elsipogtog First Nation



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- a. Addition to the Health and Wellness Curriculum
- b. Supporting children in the knowledge of healthy eating and its positive effects on the body
- c. Anything and everything!

Tobique First Nation

- a. Community learning garden
- b. Greenhouse Walking Pathway

Participants' goals in attending the forum.

- After the forum, I wish to be more confident in delivering these programs in our school. At this point I am at the beginning stages of food security for my family and community. I thought that I was more secure than I actually am.
- To have the information and knowledge to implement programs.
- Sustainability and avoiding pitfalls of falling into old habits.
- The students and parents have an overall and better understanding of healthy eating and food preparation.
- I would like to learn more about gardening this summer, so I will have a better understanding about what I need to do to be a better garden coordinator. Get more training.
- Ideas of how to get parents and community more involved in healthy eating and being supportive. Learn how to read labels.
- Children will gain knowledge on food/nutrition that will aid in making good choices. Children have an opportunity to make and taste test healthy snacks that can be obtained within a budget.
- Support to enable the program to continue and grow with more dedication, involvement and buy-in from cooks, staff, parents and students.

