MAPPING
LOCAL
FOOD
WEBS
TOOLKIT

INTRODUCTION ➤

TOOLKIT ➤

CPRE Campaign to Protect Rural England
Standing up for your countryside

LOTTERY FUNDED

making **local food** Work

food matters
creating sustainable, equitable food systems

MAPPING LOCAL FOOD WEBS MATRIX

CORE MAPPING				MORE MAPPING
THEMES	**STEPS**	**TASKS**	**TOOLS**	**MORE THEMES**
1: PLANNING	1. PLANNING MEETING	1. Meeting plan 2. Mind maps 3. Knowledge map 4. Introductory statement 5. Printing internet maps	1. Project scope checklist 2. Introduction template	**MORE PLANNING**
2: RETAILERS	2. RETAILER MAPPING	6. Retailer survey	3. How to use the questionnaires 4. How to ask the questions 5. Retailer questionnaire 6. Caterer questionnaire	**MORE ON RETAILERS**
3: PRODUCERS	3. PRODUCER MAPPING	7. Producer survey	7. Producer questionnaire 8. Processor questionnaire	**MORE ON PRODUCERS**
4: CONSUMERS	4. CONSUMER MAPPING	8. Action charts 9. Consumer survey	9. Line chart 10. Local food map 11. Street work checklists 12. Consumer coding sheet 13. Consumer questionnaire 14. Archive sheet	**MORE ON CONSUMERS**
5: ANALYSIS	5. GROUP ANALYSIS 6. DATA ANALYSIS	10. Group analysis workshop 11. Spreadsheet analysis	15. Knowledge Map Spreadsheet 16. Data Collection Spreadsheet 17. Consumer Data Collection Spreadsheet	**MAPPING FOR...** • Community food campaigns • A supermarket threat • Local food procurement • Local food strategies
6: PRESENTING	7. REPORT WORKSHOP 8. MAKING MAPS	12. Report workshop plan 13. Generating maps	18. Report template	

INTRODUCTION

This Toolkit is for anyone who has an interest in knowing more about the way food is produced, supplied, sold and consumed in the area where they live.

For instance, it is particularly useful for community groups focused on food issues and interested in supporting local food producers and retailers, but could also be used by local authorities and food partnerships that are developing local food strategies. It can also be used to feed into the preparation of neighbourhood plans.

The Toolkit provides you with the materials and guidance you need to map your local food web.

It contains meeting plans, questionnaires, workshop schedules and guidance notes designed to help you identify the information you need, show you how to gather it and explain ways in which to analyse and present it.

It offers different options for mapping your local food web:

- a straightforward **core mapping** process
- a wider and deeper **more mapping** process
- specialist **mapping for** specific purposes.

The option you choose will depend upon how many people are involved, how much time you have, how wide an area you want to map and how clear you are about what you want to achieve.

The Toolkit is the culmination of the Mapping Local Food Webs project led by the Campaign to Protect Rural England (CPRE) and funded by the Big Lottery. See: **Acknowledgements**.

WHAT IS A LOCAL FOOD WEB?

A local food web describes the links between local food producers, retailers and consumers.

A local food web consists of:

- **producers** - local farmers, growers, and makers of food and drinks
- **retailers** - the retail outlets and businesses they supply who sell local produce, including local food shops, farmers' markets and box schemes
- businesses and institutions who buy local produce and use it to provide food as meals for their clients and customers, including **caterers** in pubs, restaurants and cafés, hotels and guest houses and **providers** in institutions such as hospitals, schools and prisons
- **consumers** - the people who buy and consume local food and drink.

In a strong local food web these different components are interconnected, dependent upon each other and mutually beneficial to each other.

The concept of the local food web goes beyond simply understanding the way in which food gets from A to B – it also tries to capture the social, economic and environmental dimensions of these relationships.

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WHY IS IT IMPORTANT?

Understanding your local food web helps to protect and strengthen it.

Mapping a local food web helps to increase people's knowledge of where food comes from and how it is produced, distributed and sold.

It can also help to strengthen and, in some instances, establish new links between different components of the food web.

This can help to build awareness among local people of the importance of their local food web and can encourage them to behave in a way that helps to protect and strengthen it.

Better understanding of the local food web can also help to raise awareness of the issues elsewhere.

Thriving local food webs have many advantages for people, places and the countryside.

A thriving local food web can help to:

- create new jobs and small businesses
- ensure that more money is spent and stays in the local economy
- reduce food miles and food related waste
- provide a viable living for farmers and growers
- secure better access to fresh, healthy, affordable food
- provide a greater choice of where to shop and what to buy

HOW CAN MAPPING IT HELP?

Mapping local food webs helps to promote the benefits to the local community.

The information gathered from mapping local food webs can be used to promote the benefits of sustainable local food production, shopping for food locally, and fresh, affordable, high quality food.

This will encourage policies that secure local food networks.

WHO IS THIS TOOLKIT FOR?

For example, the Toolkit could be used by:

- Transition Town Food groups
- supporters of local food shop projects
- a supermarket threat
- supporters of new farmers' markets
- local food procurement policy campaigners
- local produce promotion groups
- groups developing food strategies or neighbourhood plans
- individuals who want to understand their own food system

  ... and many others

CONTINUE

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INTRODUCTION

The Toolkit can be used by groups of any size, but assumes that at least a small core group of people has come together because of concerns or interests in local food issues.

The explanations, advice, guidance and examples can be used in many different ways, depending on the specific interests and concerns of the group who uses it. It also acknowledges that many users may not have a clear focus – for such groups mapping the local food web could help to start the process of deciding what action to take.

The Toolkit can help to develop baseline evidence to:

- provide a focus for a new food group
- help set the scene for planning new local food initiatives
- identify gaps and obstacles in the local food web
- create strong arguments for local food initiatives
- support policies in neighbourhood plans to strengthen local food webs
- add authority to arguments supporting local food policy
- provide arguments against proposals that threaten local food webs

CORE MAPPING

The Toolkit offers a straightforward **CORE MAPPING** process for groups who want to gain a clearer understanding of their local food web and who are as yet undecided about what action they might take.

It will guide you through a simple mapping process which can be geared to the capacity and interests of your group and will avoid overloading you with too much detail.

The local food web mapping process will help such groups establish a foundation upon which decisions can be taken and initiatives could be built. This may include a more detailed or wider mapping process.

MORE MAPPING

The Toolkit also presents an additional, detailed **MORE MAPPING** process for groups to use if they want to dig deeper into specific parts of the food web or explore particular issues that the core mapping process has identified.

A decision to carry out this more detailed process may come about after completing the core mapping, while doing it or even instead of it.

MAPPING FOR...

The Toolkit also offers suggestions of how you could map the local food web for specific purposes including **MAPPING FOR...**

- community food campaigns
- a supermarket threat
- local food procurement
- local food strategies (includes notes on neighbourhood planning)

INTRODUCTION

HOW TO USE THE TOOLKIT

The Toolkit is presented as a matrix. You can enter the Toolkit at whatever point you wish through the grid itself by simply selecting the cell that interests you. The THEME and STEP columns provide explanations and context for what you are going to do and why (especially useful for project organisers). The action starts in the TASK column – this provides instructions on how to use the tools. The guide will also tell you the TOOLS you will need to use and these can be selected from the final column. Printable versions of the TOOLS are also available in the same website section as the toolkit PDF. This makes it possible to print and email each one separately.

When planning your food web mapping project, you may decide to establish a smaller organising or steering group who will help to explain the process to a larger team of mappers who will be involved in gathering information. The organising group should try to read the whole toolkit and fully understand the explanations in the THEMES and STEPS. The mapping team may want to skip to the practical guidance and forms contained in the TASKS and TOOLS - but this is up to you.

The CORE MAPPING matrix presents a sequence of six THEMES leading you through the STEPS and TASKS associated with planning your mapping project, carrying out the surveys and analysing and presenting the information you will collect. You can follow the suggested sequence or at any point dig deeper into the food web by selecting the MORE MAPPING steps in the right hand column. You can also select the MAPPING FOR... selections if you have a clear aim for your mapping project.

It is suggested that the explanations and background, the THEME, STEP and TASK pages can be read from your computer screen and the TOOLS can then be printed out for your use when carrying out the mapping surveys of other suggested activities.

> The grid is an interactive PDF (iPDF) which will automatically appear on your screen in 'full screen mode'. Press 'Esc' on your keyboard (top left key) to see the grid on a normal PDF screen. In full screen mode your cursor will appear as a hand with a downward pointing arrow. A left click takes you to the next page and a right click to the previous page (or you can scroll up and down with your mouse wheel). If your cursor appears as an upward pointing hand, you can jump to the page indicated.
>
> By selecting the printer icon on each TOOL you can jump to a print-friendly version.

GO TO MATRIX

INTRODUCTION

DEFINITIONS

Food web	A way to describe the connections between **food producers** (farmers, food growers, food processors), the **food retailers** who sell their food (shops, farmers' markets, box schemes, food cooperatives etc.), **caterers** (such as restaurants, pubs, caterers and hotels and guest houses) other **food providers** (institutions such as hospitals, schools and prisons) and the **consumers** in the community who buy and eat their food. Food webs also try to capture the idea that local food supply systems can have social, economic and environmental attributes which go beyond simply getting food from A to B.
Local food	**Raw food** (fruit, vegetables, meat, eggs, milk, fish) that is produced or grown close to the place where it is sold and **lightly processed food** (sausages, pies, drinks, jams, chutneys, dairy produce and baked goods) where the main ingredient is supplied from nearby. The definition of close, nearby and local can vary according to who you ask. Some people say local means British, others say it means regional (the south east, the north west etc.). In its earlier work on local food web mapping, the Campaign to Protect Rural England used a definition based on a 30-mile radius around a core study area of 2.5 miles in the centre of the town or city being mapped. Users of the Toolkit could adopt this definition or their own definition of local, according to their interests and needs. Whichever definition you choose, make sure it is clearly stated to those businesses and individuals you engage with.

Local food web mapping	Researching (through surveys, interviews, community engagement and group workshops), recording and analysing the information needed to build an understanding of the Local Food Web. This could be presented as a map, descriptive charts and tables, reports and case studies or a combination of all of these.
Food producers and processors	Producers of primary produce (e.g. fresh fruit and vegetables, meat, fish, eggs and milk) and lightly processed food (e.g. cheese, sausages, pies, drinks, jams and baked goods). This includes: farmers (arable, livestock and poultry); growers of fruit and vegetables; game and fisheries workers and processors; dairy producers; egg producers; flour millers, and; makers of baked goods, jams and chutneys, and drinks.
Food retailers	Food outlets or sellers of food through: shops, farm shops, market stalls, box schemes, food co-operatives, supermarkets and other food delivery schemes (such as mobile shops and online shopping/ delivery companies).
Food providers	Commercial caterers (restaurants, pubs, cafés and hotels, guest houses and bed and breakfast etc.) and institutions (including schools, hospitals, prisons etc.) that procure food and provide it as prepared meals to their clients and service users.
Stakeholders	The businesses, organisations, groups and individuals that influence the local food web and potentially stand to lose or gain from changes to it.

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CORE MAPPING *If you don't do anything else – do this!*

WHAT IT IS

- The essential local food web mapping process
- The six THEMES will help you to organise your group, gather and analyse the most relevant information, and present a picture of your local food web
- A collection of explanations, guidance and examples of what to do to map your local food web

WHO IT'S FOR

- Groups that want to gain a basic level of understanding of their local food web before taking action
- Community food groups
- Transition Town Food Groups
- Groups supporting and promoting local food

WHY DO IT

- Build a clear picture of how your local food web works
- Understand the connections, relationships and impact of local food producers, retailers and consumers on each other and the local community and economy
- Establish an information-basis for future projects and action
- Energise and provide a focus for your group
- Identify obstacles and opportunities in the food web
- Establish baseline data against which future change can be monitored

WHAT IT INVOLVES

- A sequence of six mapping THEMES taking you through the **core mapping** process
- Each THEME comprises suggested STEPS that will help you to complete the THEME…
- …the TASKS you will need to carry out the STEPS…
- …and the TOOLS you need to use
- All of the TOOLS can be accessed from the mapping matrix. However they are also available in a printable form as individual PDFs by clicking the printer-friendly icon
- The printer-friendly questionnaires are editable PDFs and can also be used to enter information digitally if you want to

PLANNING
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PRODUCERS
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THEME 1: PLANNING

- Read the Toolkit introduction
- Contact interested people
- Hold a meeting to plan the mapping
- Decide what you want to map
- Decide what you mean by 'local'
- Explore what you already know
- Identify where to start
- Decide how to introduce yourselves

THEME 1: PLANNING

PLANNING: THE TRANSITION CHICHESTER MAPPING TEAM PLAN THEIR LOCAL FOOD WEB CORE MAPPING PROJECT

PLANNING

● THEME
● STEP
● TASK
● TOOL

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THEME 1: PLANNING

CONTEXT

- **The start of the local food web mapping process**

- **You may be:**
  - **part of a larger community group focused on sustainability issues (e.g. a Transition Town Food Group)**
  - **a group focused on local food issues generally**
  - **a group formed in response to a specific issue (e.g. a supermarket planning application)**

The Toolkit will be particularly useful for groups who have recognised a need to gain a better understanding of the local food web before focusing on specific activities and addressing particular issues.

PURPOSE

- **understand what the mapping entails**

- **decide on the scope of your mapping**

- **plan the activities that will be undertaken**

- **organise the group who will be carrying out the work**

- **explore what you already know about your local food web**

STEPS

STEP 1: PLANNING MEETING
What to include in a planning meeting.

TIPS

The more people you can involve in your mapping project the better. Try to find people with experience of organising groups, survey work, community engagement, data handling and interpretation, design and writing skills. Such experience isn't vital, but may be useful.

You may decide that for the mapping to proceed you will need to recruit new volunteers. You could do this by word of mouth or by an informal event to explain the project. An alternative would be to organise a launch event to raise awareness and recruit mapping volunteers. See TASK 19 campaign launch event.

STEP 1: PLANNING MEETING

Suggestions for what to include in a planning meeting attended by a small local food web mapping team (up to eight people) or for the core group/steering group of a larger food group.

AIM

Introduction and planning

- Introduce, explain and discuss the local food web mapping process and its requirements
- Determine the scope and timing of the project
- Examine how different participants could be involved
- Explore and record what the group already knows

WHEN

- At the start of the project – it sets the scene and helps organise the mapping group

WHO TO INVOLVE

- If the food group is small (six to eight people) involve everyone
- If it is larger (eight or more) get a smaller core group together for this initial meeting and inform the wider group of any outcomes and decisions.

TASKS

TASK 1: MEETING PLAN
TASK 2: MIND MAPS
TASK 3: KNOWLEDGE MAP
TASK 4: INTRODUCTORY STATEMENT
TASK 5: PRINTING INTERNET MAPS

TOOLS

TOOL 1: PROJECT SCOPE CHECKLIST
TOOL 2: INTRODUCTION TEMPLATE

TASK 1: MEETING PLAN

This is a suggested meeting plan to introduce, explain and discuss the local food web mapping process. Before you start your meeting, think about the group who will be involved and decide how informal or structured you think the meeting needs to be. If you know each other well, you may not need to stick to an agenda and a sequence of themes as suggested here – instead use the plan as a basis for discussion and record what you think is important to your group for your needs.

IMPORTANT
Try not to map too much too soon. Try to contain the scale of the initial questionnaire survey by focusing on a core retail area in your town or city and by interviewing only those businesses that you know or expect to be currently selling local produce. You can always extend the survey later to other retailers or caterers who may sell local produce or who could potentially sell it in the future. At this point you will have had some experience of what the process entails and what your team can cope with.

WHAT YOU NEED

Skills

One member of the group will need to 'chair' or lead the session. This could involve:

- **presenting and keeping to the agenda**
- **making sure everyone feels able to contribute**
- **presenting any information that is required**

It may also be useful for another member of the group to record key points during the meeting.

Time

Initially aim for a meeting lasting two or two and a half hours.

Be prepared to hold a second meeting if necessary – the initial discussions may need more time.

Materials

Flip-chart paper, masking tape/Blu-Tack, felt pens and Post-it notes.

Local food directories. Local maps (see **TASK 5**).

Other considerations

You will need a room/space where all participants can sit comfortably and either a wall for sticking up flip-chart paper or a table large enough to lay one out.

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TASK 1: MEETING PLAN

WHAT YOU DO

Plan	**Contact** (phone/email) members of the group and explain: • the purpose of the meeting (use the introduction to **STEP 1**) • where it will be (a meeting room or group members' house) • when it will happen (weekday, early evening, weekend) • who will be invited (the core group/steering group) and • how long you expect it to take (two to three hours)
Prepare **Meeting**	Before the event, copy or send out email attachments of the following pages from the Toolkit to **set the scene**: • Toolkit Introduction • Definitions
Welcome	Welcome participants and explain the purpose of the meeting and describe how the meeting will be run: • Everyone's input encouraged and valued • If not completed in one meeting, agreement to plan another
Introduction	Introduce, explain and discuss the local food web mapping project using the Toolkit introduction and definitions and CPRE background documents.
Discussion	Open discussion. **Suggested questions:** ❓ Is the process clear – do we understand the mapping purpose and options? ❓ What should be the **scope of the mapping?** Use **TOOL 1** – **project scope checklist** ❓ Are there enough of us to do this? ❓ What might make it difficult and how can this be overcome?

Planning continued	❓ What are the likely costs and how can we cover them e.g.:
	    Printing questionnaires etc.
	    Hiring meeting rooms
	    Travel to out-of-town businesses
	❓ What can each of us do to help make it happen? Identify useful skills?
	❓ Who else could get involved?
	❓ When should the mapping happen (now, soon, later)?
	Important:
	• Try not to take on too much too soon
	• Keep the mapping project as straightforward as possible to begin with – you can always extend it later
	• Allow your team to learn the ropes and gain confidence by mapping a relatively small number of local businesses

Brain download	Facilitate the chosen participatory activity/activities: **TASK 2:** mind maps - what are the issues? who's doing what? **TASK 3:** knowledge map - what do we already know? **TASK 4:** introductory statement - explaining who you are
Conclusions and next steps	Summarise what has been achieved. • Plan the next meeting if needed • Organise links with the wider food group (if necessary) • Decide on who does what before next time

TIP:
Look for links with colleges or universities with relevant courses such as IT and data skills development studies, social media and community engagement.

PLANNING

● THEME
● STEP
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TOOL 1: PROJECT SCOPE CHECKLIST

A checklist of questions that could be used to help decide the scope of your local food web mapping project.

WHERE TO START:

- When we begin our retail survey, **how should we define our survey area?**
- Should we limit the initial retail survey to the central shopping area of the town/city? **Recommended.**
- Should we initially focus on current retailers of local produce? **Recommended.**
- Should we use the definition used by the CPRE in earlier mapping work – begin with a retail survey of the central area within a 2.5-mile radius of the centre of the town/city being mapped?
- Should we focus on surveying specific areas or neighbourhoods of the town/city rather than surveying it all?
- Do we need to get more people involved and how can we do that?

WHAT IS 'LOCAL':

- When we talk about mapping our local food web, **what do we mean by the term 'local'?**
- Should we use the definition used by farmers' markets in this area? (N.B. Usually a 30-mile radius is adopted but in some rural areas up to 50 miles is used and for London 100 miles).
- Should we use the definition used by the Campaign to Protect Rural England in earlier mapping work – a 30-mile radius around the town/city centre?

- What do we each individually feel is the best definition to work with for our project? What definition can most of us agree on?

FOCUS:

- What **themes or aspects of the local food web** are we most interested in understanding and mapping?
- What aspects of the local food web do we have the capacity to map?
- Should we start with the **'core mapping'** and once it's completed decide to do **'more mapping'** if we need more detail?
- Do we already have a specific purpose for our mapping project and should we focus more on that aspect of the food web (following more specific or **'mapping for ...'** guidelines)?
- To begin with, should we confine our mapping to a survey of shops, markets and other retail outlets and the local producers who supply them? **Recommended.**
- Should we include caterers such as pubs, restaurants and cafés who sell food prepared using locally sourced ingredients and hotels, guest houses and B and Bs?
- Should we include the procurement of local food for institutions such as schools, hospitals and prisons that provide food prepared using locally sourced ingredients?

TASK 2: MIND MAPS

Mind maps (also called spider charts) are used to **stimulate discussion** between participants and **uncover useful information** the group may have. A key question is asked for the group to consider. Initially, each participant considers the question alone, then the group shares personal perspectives, identifies common themes, explores how they are connected, digs deeper into the themes, prioritises and looks for consensus and disagreement (both of which are valid and useful), recording it all on the mind map. For any spatial information about where people, businesses or places are located use **TASK 3:** Knowledge map.

WHAT YOU NEED

Skills

One member of the group will informally lead the activity but can also be involved as a participant. This could involve:

- **explaining the process**
- **making sure everyone is able to contribute**
- **ensuring anything useful is recorded**

Time

Depends on how thorough and detailed you want to be. Allow at least 30 minutes per mind map to begin with.

Materials

Flip-chart paper, masking tape/Blu-Tack, felt pens and Post-it notes.

Other considerations

You will need a room/space where all participants can sit comfortably and either a wall for sticking up flip-chart paper or a table large enough to lay one out.

TIPS

Your best response to any point of view or opinion is to ask **WHY?** (Why do you think/feel that? Why is it like that?).

If you know of events in your area such as Food Festivals or Green Fairs this could be a useful tool to raise awareness about your mapping project and begin collecting useful information. See also **TASK 8:** Action Charts.

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TASK 2: MIND MAPS

WHAT YOU DO

Introduce the tool	**Explain:** • This exercise will help us to start the mapping process by finding out what we think and what we already know about our local food web • Two mind maps will help to address two key questions. The group will consider one at a time, as individuals and as a group • We'll try to capture our discussion by using a mind map or spider chart
Question 1	**Ask:** **What are the most important local food issues in...?** (your town, city/area) • Write the question in the centre of the flip-chart laid flat on the table or stuck up on a wall where all participants can see it
Individual responses	• Each participant writes their responses on Post-it notes. • **IMPORTANT: write each separate response on a separate Post-it** • When everyone has finished writing, go around the group and each person in turn sticks one of their Post-its on the flip-chart and explains **the issue** and **why it's important**
Group discussion	• As a group, cluster similar issues together into groups of Post-its (Use a separate flip-chart if necessary) • When the clusters are agreed upon, draw a circle around each one, give the cluster a summary heading and link it to the central question with a line using different colours and to other clusters if they are related/linked in any way

Group discussion continued	**Suggested questions:** ❓ Which issues do you agree are important? Why? ❓ Which do you think are the most/least important? Why? • Add useful comments from the discussion about the issues to the mind map and link to the issues with coloured lines **Ask:** **How do you think mapping the local food web could contribute to addressing these issues?** ❓ Would a better understanding of local food production, distribution, retailing and consumption be useful? Why? ❓ What other information would be useful? Why? • Add useful comments from the discussion to the mind map and link to the issues with coloured lines
Conclusions	❓ What are the headlines arising from this exercise? ❓ What has been achieved? ❓ How has this helped us in planning the mapping project?

TIP:
If you already have a specific aim for your mapping project your starter Question 1 could be much more precise, e.g.:

What key challenges does the 'food shop' project face?

Or

What are the key issues for starting a farmers' market in...?

PLANNING

● THEME
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TASK 2: MIND MAPS

WHAT YOU DO

Question 2	**Ask:**
	Who is doing what in your local food web?
	• Write the question in the centre of a new flip-chart
	
	Suggested questions:
	❓ Who are the main stakeholders – those people/ groups/businesses/ organisations who:
	  • are most involved in the food web
	  • have most influence on the food web
	  • are likely to be most affected by changes in the local food web?
	❓ Which people, groups, businesses and organisations are actively involved in local food issues, or who produce, sell or provide local food?
	Important: consider including providers of prepared food: institutions (schools, hospitals, prisons) and caterers (pubs, cafés restaurants).

TIP: *Don't forget to include Local Authority officers, market managers, food projects, other agencies (National Park etc.)*	
Individual responses	• Each participant writes their responses on Post-it notes. • **IMPORTANT: write each separate response on a separate Post-it** • When everyone has finished writing, go around the group and each person in turn sticks one of their Post-its on the flip-chart and explains **who it is** and **what they are doing**
Group discussion	• As a group, cluster similar stakeholders together into groups of Post-its. • When the clusters are agreed upon, draw a circle around each one, give the cluster a summary heading and link it to the central question with a line using different colours

|	
Group discussion continued	**Suggested questions:** ❓ Who are the most important stakeholders? Why? ❓ Are there any that you don't think are important? Why? ❓ How are the different stakeholders connected? • Add useful comments from the discussion about the issues to the mind map and link to the issues with coloured lines. **Ask: How do you think the local food web mapping process could involve these stakeholders?** ❓ Who should be involved as a source of information? ❓ Who could help in the gathering of information? ❓ Should there be any specific focus for the local food web mapping (particular stakeholders or components of the food web)? • Add useful comments from the discussion to the mind map and link to the issues with coloured lines
Conclusions	❓ What are the headlines arising from this exercise? ❓ What has been achieved? ❓ How has this helped us in planning the mapping project?

More TIPS on the next page

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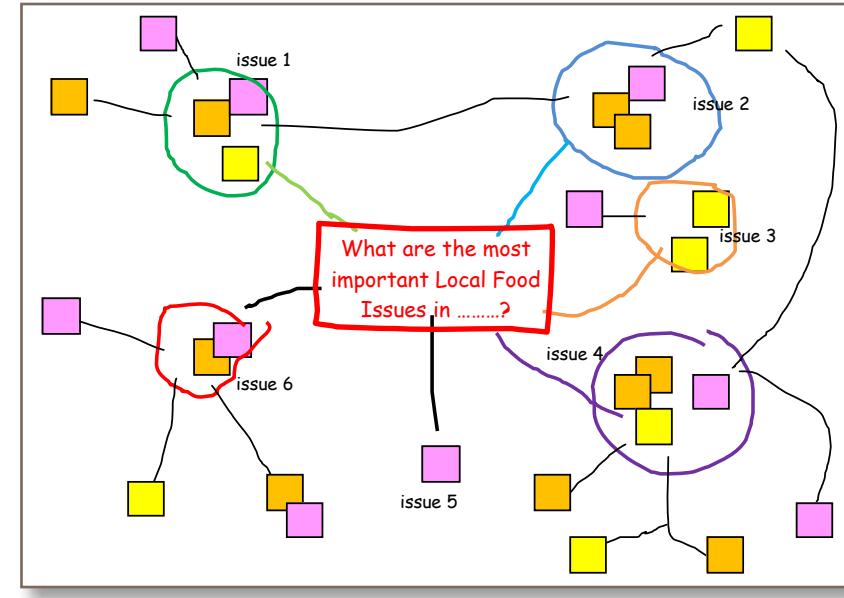
TASK 2: MIND MAPS

TIPS

- Spatial or geographical information about the location of businesses etc. is best collected using **TASK 3**: knowledge map

- Use different coloured lines to distinguish different themes and make the chart easier to understand and visually stimulating

- To begin with, use Post-it notes for comments as you may need to move comments around the chart during clustering of similar comments. After completing the clustering the chart can be annotated in any way you wish (writing directly on the flip-chart is best) in order to clarify relationships, comments and add additional information

- A simple way to prioritise issues or stakeholders is to use sticky dots. In the example above where there are six issues ask participants to each use three dots to vote for their TOP three issues (the highest priority, most important or most influential). If there are eight issues vote for TOP four, five issues vote for TOP three etc. Discuss voting patterns by asking:

- ❓ Which issue won the vote? Do you agree/disagree and why?

- ❓ Which issue is least important? Do you agree/disagree and why?

Your completed mind map may look a bit like this.

What are the most important Local Food Issues in ………?

issue 1, issue 2, issue 3, issue 4, issue 5, issue 6

PLANNING

- THEME
- STEP
- TASK
- TOOL

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TASK 3: KNOWLEDGE MAP

A knowledge map is a simple tool for gathering spatial or geographical information about the local food web. This can include (for example) the location of shops selling local produce, farmers and growers in the area, projects focused on food issues and major consumers or providers of food. The use of a map and the visual stimulation it offers helps people remember useful information.

WHAT YOU NEED

Materials

Map of your area (consider buying a map from the Ordnance Survey website or use TASK 5).

Felt pens and Post-it notes.

Local food directories, laptop for quick internet searches.

Skills

No specific skills are needed.

If you can't buy local maps, identify someone who can download and print online maps.

Time

Depends on how thorough and detailed you want to be. Allow at least 30 minutes to one hour to begin with.

Other considerations

You will need a room/space where all participants can sit comfortably and either a wall for sticking up the map or a table large enough to lay it out.

TIPS

If you don't have a map, or can't get one in time, **make your own** on a flip-chart or large piece of paper. Start by marking where you are meeting (or the centre of your town), add on all of your homes, then places of interest in the food web and how they are connected. This is often more interesting than annotating a printed map!

IMPORTANT

If you know of events in your area such as Food Festivals or Green Fairs this could be a useful tool to raise awareness about your mapping project and begin collecting useful information.
See also TASK 8 Action Charts.

CONTINUE ▶

GO TO MATRIX

TASK 3: KNOWLEDGE MAP

WHAT YOU DO

Prepare maps	• Decide whether to focus on the selling/provision of local food in your town/city, the production of local food in the area around your town or both. This will determine the scale and type of map you will need. • Map options: Ordnance Survey Explorer (1:25,000) or Landranger (1:50,000), local town guide maps (try a town centre newsagents) Map downloaded from the internet (see TASK 5 printing internet maps) Map copied at your local library Draw your own map (see in TASK 3 introduction)
Introduce the tool	**Explain:** • This exercise will help us to start the mapping process by exploring what we already know about the people and places that are important in the local food web
Map annotation	Either: write directly on the map; or use Post-it notes and draw lines to the relevant location on the map.

TIP:
If you only have a small map (A3 or smaller) stick it in the middle of a piece of flip-chart paper, add comments on the flip-chart around the map and link to locations with lines. This avoids producing a cluttered and confusing map.

Map annotation continued	**Suggested questions:** ❓ Which places do you know that sell local food and drink? • Think about shops, markets, cafés, restaurants, pubs. ❓ Which institutions that provide prepared food (schools, hospitals etc.) • could or do source their ingredients locally? ❓ Where else might you get local food? • Think about box schemes, farm shops, delivery schemes ❓ Which places do you know that grow, produce, catch or forage for local food? • Think about farms, growing projects, food processing businesses, fish farms and fishing fleets ❓ Which organisations do you know that are involved in supporting, promoting or raising awareness about local food issues? ❓ Do any of the core team or wider food group have any particular contact or connection with any of the businesses/organisations/ individuals you have identified?
Conclusions	❓ What are the headlines arising from this exercise? ❓ What has been achieved? ❓ How has this helped us in planning the mapping project?

### PLANNING

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THEME STEP **TASK** TOOL
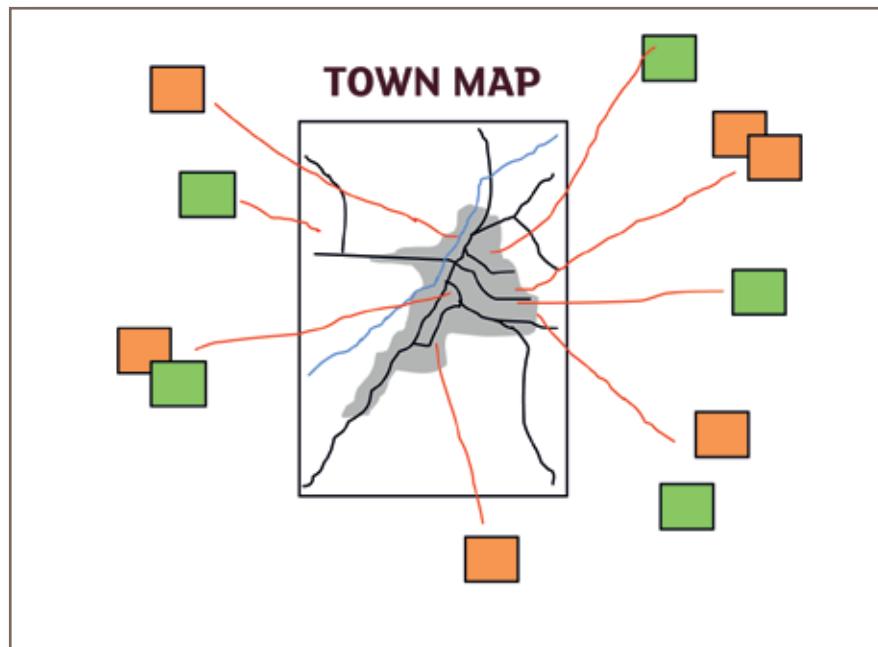
TASK 3: KNOWLEDGE MAP

Your completed knowledge map could look like this.

TOWN MAP

NOTE:

The information gathered from your team using this tool could be kept as a map with Post-it notes stuck to it and used to guide any survey work.

Remember to take a photo of your map, as large as possible, just in case it gets lost or the Post-its fall off. This can also be used in reports and presentations to show how the mapping was planned.

Alternatively, the information could be entered in a simple spreadsheet and used to generate a digital map for your group to share online.

TOOL 15 is a Knowledge Map Spreadsheet template.

TASK 13 explains how to generate the digital Knowledge Map from the spreadsheet.

TASK 4: INTRODUCTORY STATEMENT

The initial discussions in the group meeting will help you to decide what it is your project is trying to achieve, the project scope and what it is likely to involve. A very useful outcome of this is a statement that explains who you are, what you're doing and why – a valuable tool for introducing yourselves to people and businesses you hope to interview and for explaining your project at community events and workshops.

WHAT YOU DO

Name your project

These are some simple examples – choose your own

(optional) Decide on a project name based on the group's understanding of the purpose of the project and what you will be doing:
- The _____ local food web mapping project
- _____ local food map
- Building _____'s food web
- Local food for _____)

TIP:
Individually write names on Post-its, discuss and amalgamate into a shortlist, vote using sticky dots, check you agree on the vote

Describe yourselves

Decide how to describe yourselves e.g.:
- Local volunteers
- Community researchers
- Volunteer surveyors/mappers

Explain your objectives

Decide what your objectives are, e.g.:
- Building a picture of the local food web
- Gaining an understanding of the people and businesses involved in producing, selling and consuming local food and drink
- Exploring the importance of local food in

_____

Explain your aims

This could also include specific campaign aims (e.g. countering a superstore planning application or increasing local produce in school meals).

Decide on your purpose – why are you doing this – your reasons for mapping the local food web, e.g.:
- To strengthen the local food web
- To support local producers
- To develop local markets for locally produced food
- To strengthen relationships between the businesses and people that make up the local food web
- To raise awareness of the economic, social and environmental benefits of the local food web

Explain how

Decide how to explain what the project will do, e.g.:
- Meeting and talking with local producers, retailers and consumers
- Carrying out interviews using questionnaires

Explain 'local'

Decide on your definition of local:
- Use **TOOL 1:** project scope checklist

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TOOL 2: INTRODUCTION TEMPLATE

A suggested introductory statement for you to use or adapt.

FOR INTERVIEW INTRODUCTIONS

- I am a local volunteer working for the _____ local food web mapping project.
- We are building a picture of our local food web by meeting and talking with local producers of food and drink, the people and businesses who sell it and the people who buy and consume it.
- This will help to strengthen and support our food web by raising awareness of the importance of local produce and its economic, environmental and social benefits.
- Mapping the food web can support the businesses involved, strengthen relationships between them and potentially help develop markets for local produce.

IF ASKED:

- We have defined 'local' as being from within... (insert your definition e.g. a radius of 30 miles from the centre of _____).
- We have defined 'local produce' as being **raw food** (fruit, vegetables, meat, eggs, milk, fish) that is produced or grown locally and **lightly processed food** (sausages, pies, drinks, jams, chutneys, dairy produce, baked goods and prepared meals) where the main ingredient is locally sourced.

N.B. For displays, events, leaflets or posters begin slightly differently:

- The _____ local food web mapping project is a local voluntary community initiative (and then continue as above).

CONFIDENTIALITY

Quickly explain that...

- The information being collected may be included in a report and presented on a map describing and illustrating a picture of the local food web (its size and importance).
- Contact, location and general business information will be used in the report.
- Specific commercially-sensitive information will be collected in the strictest confidence.
- Such information will be kept anonymous and be presented as totals or aggregated figures about the food web as a whole and not linked to specific businesses.
- Case studies describing best practice may be written but only with the specific agreement and further consent from the businesses involved.

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TASK 5: PRINTING INTERNET MAPS

To avoid the cost of buying large maps of your survey area, you could download a map from the internet. This **TASK** will help you to download a large map of the area you want and print it out in A4 (or A3) component parts that can then be attached together to make a large map.

WHAT YOU DO

Download the software you need

Note: this is not Google software but software developed to use Google

- On your internet search engine enter and search for: **google map saver (Located at www.codres.de/google-map-saver)**
- Download and install the software. Scroll down until you see the blue box saying download GMS. Save the file to your desktop then open and run it. If you agree to the user agreement you won't get a watermark on your map (to do this click the globe icon in the top right of the window and follow the instructions)

Making and saving your map

- Search for your **location** by entering the town/city name or postcode in the search box
- Choose the **resolution** – we suggest that 8000 x 8000 would be adequate for this purpose.
- Press **GO**
- Centre and zoom the map to cover the required area.
- Choose the **theme** of map you want: satellite, terrain, map – map will probably provide the clearest image for your needs
- Close any pop-up labels (e.g. locating the postcode you entered in the location search or the name of the city) as these will be printed out and obscure parts of your map
- **Save Capture as JPEG High Quality** and save your map to your desktop and close it

Printing your map

Option A
- Take the image to your **local printer** on a cd or memory stick to see what size they can print it out and how much it could cost
  N.B. Flip-charts are A1 and quite a useful size for your needs
- This could cost at least £20

Option B
- **Print out your map yourself** in component A4 or A3 sections on a home or office printer
- You will need to stick the component pieces together to produce your final map
- **Open your map** from the desktop with suitable software.
  Right click your map file on the desktop and choose 'open with' – we suggest you select **Paint** from the drop down menu as this allows easy page setup for printing your map (see below for Mac users)

The following instructions are for **Paint** software
- From the File menu click **page setup**:
  - Choose the **paper size** according to what your printer can print (A3 or A4)
  - Orientate the page layout to **landscape**
  - Reduce all four of the **page margins** to 5 mm to avoid wasting too much paper around the edge of your map

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TASK 5: PRINTING INTERNET MAPS

WHAT YOU DO

Printing your map continued

- Uncheck the horizontal and vertical **centering** boxes
- Adjust the **scaling** to 100%
- **Fit to** the number of pages suggested in the boxes (e.g. two by three pages for A4 pages) and click **OK**

- From the File menu click **Print** (if you want to you can check in **print preview** to see that the map has been divided up into separate component pages)
- Trim the pages and stick them together (in the correct order with Sellotape on the reverse side of the map) and away you go

Note for Mac users:
Using Adobe Photoshop, you will need to save your map as a PDF. On the PDF print menu in the 'page scaling' drop down menu select the 'tile all pages' option

TIP:
It may be a good idea to stick your map to a larger piece of paper as this will allow more space for people to add comments without obscuring the map for others to use later.

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THEME 2: RETAILERS

- Identify which retailers to map
- Decide whether to map caterers
- Read retailer questionnaire and guide
- Practise interviewing each other
- Decide who does what and where
- Interview retailers
- Collect completed forms
- Complete data spreadsheets
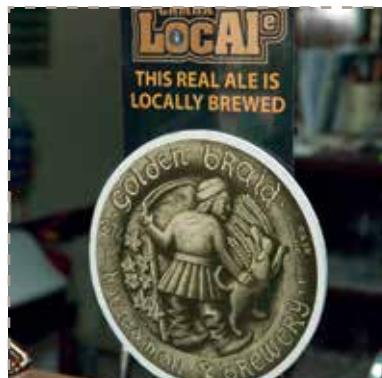
THEME 2: RETAILERS

RETAILERS. CLOCKWISE FROM ABOVE: DAVID JACKSON BUTCHERS, DARLINGTON; WARDHALL DAIRY, WIGTON AT HEXHAM FARMERS' MARKET; HOP DAEMON ALE AT THE ELEPHANT INN, FAVERSHAM; SACKS WHOLEFOODS, TOTNES; THE BIRD'S NEST, MARKET HALL SHREWSBURY.

THEME 2: RETAILERS

CONTEXT

- **THEME 1** – **Planning has identified which retailers to survey**

- **It's easier to begin with retailers as your mapping team is more likely to have already had some contact with them**

- **Also, many retailers, though not all, are located close together in the central business area of a town/city, making information collection easier.**

- **You can also map caterers who provide meals prepared using local produce (e.g. pubs, restaurants, cafés, hotels, and B&Bs) if you've decided to include these in your survey.**

- **Institutional providers (e.g. providing meals in schools, colleges, universities, hospitals and prisons) are included as an option in the mapping for increasing local procurement.**

NOTE:
You may already have decided to focus on retailers and not include caterers or providers in your local food web mapping project

PURPOSE

- **To identify and interview retailers and providers of local food using a questionnaire designed to build a picture of the scale, range and importance of local food retailing and identify the benefits and challenges of selling local produce.**

- **To identify the suppliers and producers of local food and feed this into THEME 3: producers.**

STEPS

STEP 2: RETAILER MAPPING
How to plan and carry out a questionnaire survey of retailers of local food and drink

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STEP 2: RETAILER MAPPING

AIM

- **To gain an understanding of local food retail businesses:**

  who is involved

  where are they located

  how can they be contacted

  types of businesses

  impact on local employment and the local economy

- **To gather information that will help to provide a picture of:**

  the scale of local food retailing

  the range of food being sold

  the attitudes of local food retail businesses

  the benefits that selling local food brings to them and to local communities/their customers and the barriers/challenges they face

WHEN

- **Can begin immediately after the planning stage has been completed**

- **Initial identification of retail outlets on the Knowledge Map (TASK 3) can be used as a basis for the survey**

WHO TO INVOLVE

- **The core group and anyone else who understands the purpose of the project and has an interest in the food web mapping process**

- **The more people involved the quicker the work will be completed**

- **Ideally the surveying should be carried out in pairs**

TASKS

TASK 6: RETAILER SURVEY

TOOLS

TOOL 3: HOW TO USE THE QUESTIONNAIRES
TOOL 4: HOW TO ASK THE QUESTIONS
TOOL 5: RETAILER QUESTIONNAIRE FORM
TOOL 6: CATERER QUESTIONNAIRE FORM

TASK 6: RETAILER SURVEY

The survey has been designed to collect the essential information you will need in order to begin to build a picture of your local food web. Initially, it focuses on **location and contact** information of food retail and catering businesses. It goes on to collect data on **employment, turnover** and **customer numbers** – useful in providing strong statements about the value and importance of the local food web. It then focuses directly on **local food and drink**, its contribution to the business' turnover, the range of food sold and which producers supply it. Finally, the questionnaire includes four questions which will help to provide a basic understanding of the business' **positive impact on the local community** and how local food retailing could be supported.

IMPORTANT
Try not to map too much too soon. Try to contain the scale of the initial questionnaire survey by focusing on a core retail area in your town or city and by interviewing only those businesses that you know or expect to be currently selling local produce. You can always extend the survey later to other retailers or caterers who may sell local produce or who could potentially sell it in the future. At this point you will have had some experience of what the process entails and what your team can cope with.

WHAT YOU NEED

Skills

People skills – the ability to ask the questions in a clear and relaxed way that helps put the interviewee at their ease.

Mappers also need to be sensitive to the interviewee's needs – be patient, allow shop-keepers to do their business and step in and out of the questionnaire as necessary.

Time

This depends on the number of people involved, the size of your survey area (city centre, town high street etc.) and the number of businesses to be surveyed.

Initially each questionnaire could take up to 30 minutes to complete – this may become less (20 mins.) as you gain confidence and get used to asking the questions.

Materials

Pens, printed out questionnaires and a folder or clip-board to hold your paperwork.

TIPS

TOOL 4: How to ask the questions, gives guidance on **why** the question is being asked, **how** to ask the question clearly and **prompts** that you could use.

CONTINUE ▶

GO TO MATRIX

TASK 6: RETAILER SURVEY

WHAT YOU DO

Survey location

The mapping team needs to identify where local food is sold within the area you are mapping:
- Initial planning work using TASK 2 mind map or TASK 3 knowledge map will have provided information on the locations of businesses that could be surveyed.
- Use the internet to search for **shops** selling local food and **caterers** such as pubs, restaurants, cafés, mobile caterers, hotels, B&Bs that could be selling food prepared using local ingredients.
- It is important to be aware of businesses that are both retailers and producers (and possibly processors). If possible determine the **main** activity and use the appropriate questionnaire. If the two activities operate effectively as separate businesses, carry out two interviews. These businesses will have to be interviewed using both questionnaires and included in your mapping database as separate data entries.
- Try entering: 'Local Food' and the name of your town in a Google search or Google maps search (not foolproof as this will include 'food take-aways that are local' as well as businesses selling local food!). This may lead you to other sources of information and directories. Or search for 'local food directories' and your town.
- An alternative to the internet is your local area Yellow Pages or the phone book.

Use this search to build up a list of businesses to survey and divide them up between the members of your survey team.

EXAMPLE:
A fruit farmer and farmers' market stall selling the fruit are usually not distinct businesses. An ice cream maker is usually a distinct business from the dairy farm producing the milk and should be interviewed separately.

Survey method

Based on your team's capacity, decide how to use the questionnaire by referring to TOOL 3 - **How to use the questionnaires.**

Do some homework

- Before carrying out any interviews, enter information on the questionnaire form in advance using websites, food directories, Yellow Pages and the phone book.
- For example: business address; phone number; email address; website; and, type of business may all be found before going to the business.

Preparation

People you interview are likely to ask who you are, why you want answers to the questions and what you'll do with the information you gather.
- **Introducing yourself**
  As a group, decide how you will introduce and explain the local food web mapping project. Use the '**project introduction**' that your team put together during THEME 1 - planning using TASK 4.
- Make sure that the survey team understands how to ask the questions and how to enter the responses on the questionnaire forms (see TOOL 4 – **how to ask the questions**).
  - **Materials**
    Make sure all volunteers have pens, questionnaires and a folder or clip-board to hold paperwork and to lean on when filling in the form.

    IMPORTANT:
    The questionnaire form can be emailed to members of your team to print out and fill in by hand. Alternatively, the **TOOLS** are also editable PDFs making it possible to fill in a digital version on your computer.

TIP:
*Before going out **practise on each other** and role play possible tricky responses. This can help to build confidence in a safe and fun way.*

Also see TOOL 6

Start by visiting shops where you are a regular customer and know the staff already.

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TASK 6: RETAILER SURVEY

Interview

IMPORTANT
There are two questionnaire forms that you can use depending on the type of business:

1. Retailer questionnaire

2. Caterer questionnaire

- Introduce yourself (use your project introduction)
- Explain the mapping project as clearly and succinctly as possible
- Ask if it's a convenient time to carry out a quick interview lasting 20 to 30 minutes
- If yes - begin the interview using the **retailer** or **caterer questionnaire (TOOL 5 or 6)**
- If no, ask:
  - ❓ when would be convenient, or
  - ❓ would it be better to call by telephone (at what time), or
  - ❓ could they take a questionnaire and complete it to be collected later (when), or
  - ❓ would they prefer to download a copy of the questionnaire and return it by email

Next steps

Archiving:
- As you build up a stack of completed questionnaires, it is important that you collect them together and store them safely.
- This is your raw survey information and you will need to refer back to it later in the food web mapping process to back up statements about the food web or to identify particular people and businesses you may want to re-visit and gather more information from.
- Make sure:
  - ❓ All questionnaire forms from one business are stapled together and all have the same code number
  - ❓ The name of the volunteer who completed each questionnaire is recorded – you may need to clarify something with them later on
  - ❓ All questionnaires are kept together in a folder or file

Analysis:
- When you have completed all of the interviews you need to decide when to analyse the information: immediately, while the interviews are fresh in your mind, or later when all the surveys have been completed.
- This will depend on the amount of information collected and whether or not you are using the group analysis and/or spreadsheet analysis approach.
  See **THEME 5 - analysis**

TOOL 3: HOW TO USE THE QUESTIONNAIRES

There are four main options for carrying out the survey.

They are, in order of preference:

1. Visit the business and carry out a face-to-face interview:

Ideally, all questionnaires should be carried out this way.

✓ It helps to build dialogue and relationships with the managers of the local businesses

✓ Provides a good introduction to the mapping project and helps when identifying case study interviews later in the process

✓ Allows greater flexibility in the way the questions are asked

✗ Takes more time and effort

✗ Can disrupt the shop's activities and annoy the interviewees

2. Telephone interview:

Only use if visits can't be made due to lack of volunteers or the shop is too busy

✓ Quick and involves less leg-work

✗ Doesn't build relationship/dialogue so well

✗ Impersonal and allows for greater inaccuracy in responses

3. Drop a questionnaire at the business to be completed when convenient:

Not recommended but a possibility if there is too little time or too few personnel to carry out an interview, or if the business is extremely busy

✓ Avoids annoying shopkeepers who may be busy and not happy to be distracted during shop opening times

✓ Also means survey team takes less time actually at the shops if volunteers are less energetic or confident in asking the questions

✗ Doesn't build relationship/dialogue so well

✗ Impersonal and allows for greater inaccuracy in responses

✗ Less likely to be completed

4. Send the questionnaire as an email attachment:

Also not recommended for the same reasons as given above, but may be the only possibility.

TOOL 4: HOW TO ASK THE QUESTIONS

The questionnaire forms have been designed to be as easy to use as possible, avoiding lengthy explanations and guidance so that information recording is kept simple, quick and accurate.

This guidance sheet will help you to use the questionnaire effectively by explaining:

- **why the questions are asked**
- **how to ask them**
- **and how to provide prompts to encourage responses without biasing opinions**

You may not need to explain every question – but when you need to, this guidance will help you to deal with questions interviewees may ask.

When using the questionnaires, keep this guidance sheet with you and refer to it when you need to as you work your way through the sequence of questions. Hopefully, the more interviews you do the more confident you will become and the less you'll need to use this guidance.

PREPARING FOR THE INTERVIEW:

1. Before you enter the business make sure you have the **correct questionnaire** form (retailer, caterer, producer, processor or consumer)

2. Read and understand the questionnaire before embarking on the interview

3. Each person/business you survey should be given a unique **code number**. This will help to avoid visiting the same business twice or mixing up the data that has been collected. Use your own system of coding (Retailers could start with R001, R002 etc. Caterers C001, Producers PD001, Processors PC001 and so on)

4. Enter the **date** and your **name** in the box provided

5. Fill in any information that you can before entering the business and starting the interview. Use the internet and local directories to enter contact information – this will save time for you and show respect to the interviewee by not wasting theirs unnecessarily. (You may still want to double check this information when you begin the interview)

> **IMPORTANT**
> **The postcode of the business is vital for generating maps.**

CONTINUE ▶

GO TO MATRIX

TOOL 4: HOW TO ASK THE QUESTIONS

INTRODUCING THE INTERVIEW:

6. Enter the premises and ask to speak to the owner or manager if they are available

Ask:

❓ is it a convenient time to carry out an interview about the local food web?

❓ How much time can they give you for the interview?

Note: a quick interview could take between 20 and 30 minutes

If NO ask:

❓ when would be convenient, or

❓ would it be better to phone and arrange a time to come back, or

❓ carry out the interview by telephone (when), or

❓ could they take a questionnaire and complete it to be collected later (when)

If YES:

Introduce yourself and explain the purpose of the local food web mapping project using the **Introductory Statement** you have produced (see **TASK 4**).

7. Confidentiality – quickly explain that …

IMPORTANT

- The information being collected may be included in a report and presented on a map describing and illustrating a picture of the local food web (its size and importance)

- Contact, location and general business information will be used in the report

- Specific commercially-sensitive information will be collected in the strictest confidence

- Such information will be kept anonymous and be presented as totals or aggregated figures about the food web as a whole and not linked to specific businesses

- Case studies describing best practice may be written but only with the specific agreement and further consent from the businesses involved

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TOOL 4: HOW TO ASK THE QUESTIONS

CARRYING OUT THE INTERVIEW:

8. If you haven't done so already, enter the **name of the business** in the box provided

9. Enter the name of **a contact** at the business and the remainder of the business' contact and background information (if this hasn't already been entered), including when the business was established.

Why: For independent businesses it may be useful to know something of the history of the business to illustrate its long-standing economic and cultural importance locally.

10. Good times to contact: Is there a time of day or particular day when it would be more convenient to contact you? Are there any particularly bad times?

Why: This is useful for us to know when we can contact you.

11. Main type of business: Which of these is the best description of your business?

If the business falls into more than one category, choose the category which is the most important component of the business financially. The interviewer should make a note of the other categories in the relevant box. For example, it's needed so that a farm shop can say it is both a farm and a shop.

Why: We will be mapping the different businesses involved in the local food web. It is useful to determine the category of business and show this on the map to illustrate the diversity and depth of the local food web.

IMPORTANT

It is also extremely important to note if a business is active in **more than one role in the food web**. For instance a farmers' market stallholder (retailer) is likely to also be a farmer (producer). The interviewer should determine if the activities are essentially a single business or two distinct businesses requiring two interviews. This should be noted on the retailer questionnaire (are you also a …) and, if necessary, the business should also be included in the producer questionnaire survey.

12. Kind of business (for RETAILERS and CATERERS only): Is your business an independent business or part of a regional or national chain or group?

Why: The local food web may be particularly important in supporting smaller, independent local retailers. This information will help to provide evidence of this and of the diversity of different kinds of businesses that are at least partly sustained by the sale of local produce.

It is also important to show, where it occurs, that larger food retail chains also sell local produce (if in fact they do).

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TOOL 4: HOW TO ASK THE QUESTIONS

13. Number of employees: How many full-time, part-time and casual staff do you employ (including the owner of the business if they regularly work at the business)?

Why: The local food web is important in supporting local employment. Anything jeopardising the local food web risks damaging local employment. For example, supermarkets often claim to increase employment when they open. It is therefore important to show that local independent retailers selling local produce provide employment. Shop closures resulting from a supermarket opening will potentially bring about job losses in the independent local food retail sector.

14. Number of customers (for RETAILERS only): Estimate how many customers you have in an average week by choosing one of the options provided?

Why: This can provide evidence of the importance of local food retailing to consumers in your community and also its important contribution to the local economy.

15. Do you sell produce direct? (for PRODUCERS and PROCESSORS only): Do you sell produce to customers from the place where it is produced or your own market stall e.g. farm shop, box scheme, farmers' market.

Why: Many producers are also retailers even though this may not be the most important aspect of their business. It is important to map this as it recognises the importance of the relationship and benefits of direct contact between local producers and the communities around them.

16. Estimated annual turnover: Estimate your turnover for the past financial year by choosing one of the options provided.

Explain that we won't be presenting any specific information on the turnover of your business in our report.

Why: We use this figure to provide a total figure for all local food produce retailers in the mapping area – an aggregated figure. This provides evidence of the importance of local food retailing to the local economy. Turnover statistics are often presented in support of supermarket planning applications. By providing an indication of your turnover these claims can be countered.

17. Percentage of turnover generated by sales of local food and drink (or marketed locally): Estimate the percentage of your turnover that can be accounted for by sales of local produce or supply to local retailers by choosing one of the options provided.

Why: In combination with annual turnover figures, this will help to show how economically important local produce is to your business and to the local economy.

18. Main local produce sold (or supplied): What is the most important category of food that your business sells (choose one)? or supplies to clients?

Why: This information can be used to map local food retailers according to the main type of produce they sell.

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TOOL 4: HOW TO ASK THE QUESTIONS

19. Main clients supplied (for PRODUCERS and PROCESSORS only): Which category of client is your most important financially? If the business supplies more than one category, record this on the back of the questionnaire form.

Why: This provides an indication of the relative importance of local producers to the independent local retail sector and can be used to initiate discussions about barriers to local retailing.

20. What else would you like to supply if there was a market? (PRODUCERS and PROCESSORS only): What else do you produce or could you produce that you would like to sell through local retailers or markets?

Why: This gives a very basic indication of ways in which additional local produce retailing could be encouraged and the local food web strengthened and expanded.

21. For RETAILERS - Where does your local produce come from?
For PRODUCERS and PROCESSORS – Who do you supply your produce to locally?

List the names and addresses – **including postcode** if possible – of the most important local producers (i.e. producers from within the area that your project has defined as 'local') who supply different local produce to your business (for RETAILERS) and the most important clients you supply to locally (for PRODUCERS and PROCESSORS). These are the businesses who supply or receive the greatest amount of produce or who are important to you because of their value to your business.

Why: This information will enable us to understand the relationships and linkages between local food producers and the local retailers that they supply. It helps us to explain and present the important linkages within the local food web and build a picture of how different businesses are connected. We will also interview these businesses in due course. You probably won't be able to record **all** the businesses involved, so focus on the key ones.

NOTE:
As you complete this section of the questionnaire, make sure that you note any additional useful information that the interviewee provides on the reverse side of the questionnaire form.

TIP

Make sure you ask for a postcode or add it later by searching for the business online.

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TOOL 4: HOW TO ASK THE QUESTIONS

FOUR QUESTIONS

1. For you what are the main benefits of selling local produce / marketing your produce locally? What are your main reasons for selling local produce / marketing produce locally?

Why: Understanding motivations for selling local produce / marketing produce locally.

Prompt:

Retailers

❓ You sell local produce – what's in it for you?

❓ Why is selling local produce a good thing for your business?

❓ Why do you think selling local produce is better than produce from distant suppliers?

❓ What factors influence your decisions about what you sell and where you get it from?

❓ Do you think local produce is better than produce from elsewhere? Why?

Producers/processors

❓ You supply your produce to local shops – why?

❓ How and why is local marketing important for your business?

❓ Why would you prefer to market locally rather than further away?

2. What are the greatest challenges you face in trying to sell local produce / market your produce locally? What makes it difficult?

Why: Understanding obstacles to selling local produce.

Prompt:

Retailers

❓ What are the factors that make it difficult?

❓ What are the barriers?

❓ Is it to do with e.g. cost, finding suppliers, getting the produce to the shop?

Producers/processors

❓ What are the factors that make it difficult?

❓ What are the barriers?

❓ Is it to do with e.g. price, finding retailers, getting the produce to market?

3. What opportunities do you see for increasing the amount of local produce you sell / market locally?

What initiatives would help you to sell more local produce / market more of your produce locally?

What other local produce would you like to sell?

Why: Understanding how to address the obstacles and increase local produce sales.

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GO TO MATRIX

TOOL 4: HOW TO ASK THE QUESTIONS

Prompt:

- What needs to happen for you to sell / market more local produce?
- How can the obstacles be overcome?
- What are the most problematic aspects of local produce supply that need to be addressed?

4. Apart from selling or supplying local produce, what other benefits does your business bring to the local area, the local environment and landscape and the local community? What other activities does your business get involved with locally?

Why: Understanding the importance of the business to local people and the ways in which it contributes to the local community.

Prompt: Do you …

- Support any local events, charities, groups and clubs?
- Offer apprenticeships or work experience?
- Deliver to customers who can't make it to the shop?
- Provide advice and information?
- Provide an 'informal neighbourhood watch' by staying open later

Why: Understanding how the business contributes to the local landscape and addresses its environmental impact.

Prompt:

- Does selling your produce locally make any difference to the way you are able to farm?
- What efforts do you make to reduce your environmental impact?

ADDITIONAL COMMENTS ABOUT THE INTERVIEWS

- If your interviewee seems relaxed and is not concerned about time, take the opportunity to have longer conversations and find out as much as you can about their work.

- The interviews could eventually become stories in your report and may help bring it to life. Have this in your mind when conducting the interview and encourage the interviewee to illustrate their answers with real-life examples.

- The interview should be a dialogue between the interviewee and interviewer. Use the written questions as the basis for the interview, but do not be afraid to ask additional questions in order to build a fuller picture of what you are hearing. Try using phrases such as:

- Do go on
- That is very interesting, can you tell me more?
- Is there anything you would like to add?

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TOOL 4: HOW TO ASK THE QUESTIONS

However – be careful not to ask leading questions.

- There might be times when your interviewee starts to talk about aspects of their work that do not relate directly to your question. Do not be afraid of this - simply ensure you capture this on extra paper or on the reverse side of the questionnaire form.

- If your interviewee does not have enough time to complete the whole interview, you can ask to leave the form with them to fill out any sections that have not been completed.

- This is a particularly good idea if they do not have information on all of their suppliers to hand and need time to find out the details.

- Do be aware that you must arrange a date and time to collect the survey to avoid this valuable information being lost.

- Wherever possible, do try to be present throughout the entire interview.

- Toward to the end of the interview, or before if asked, explain that a report will be written about the local food web and all information will be kept confidential. Explain that there will be opportunities for businesses to appear on a map with the name and nature of the business and ask their permission to do this.

- Finally, if you think they would make a good case study, explain that we will be looking for case studies to illustrate good examples of businesses in the food web. Ask if they would be willing to be interviewed again to answer additional questions and possibly have their photos taken.

- Make sure that you thank the person for giving you their time.

- Once you have completed the interview, take some time at home or in a nearby café to look over what you have written and add in any points you did not write down or write fuller responses to questions.

- Turn over the final page of the questionnaire and write a paragraph that summarises:

    What stood out in the interview

    What was intrresting

    Anything that wasn't captured by the questionnaire

This should try to capture the richness of the interview and could be very useful later on.

TOOL 5:
LOCAL FOOD RETAILER QUESTIONNAIRE

CODE NUMBER	DATE	RESEARCHER

Business name

Contact person + role

Address

Postcode

When was the business established?

Phone

Email

Website

Good times to contact

A. MAIN CATEGORY OF BUSINESS
tick one box

Specialist (greengrocer butcher, baker, fishmonger) ☐

General (grocer, convenience/ village store, wholefood store) ☐

Farm shop ☐

Box scheme ☐

Market stall ☐

Supermarket ☐

Other ☐

Are you also a:

Wholesaler ☐   Caterer ☐

Producer ☐   Processor ☐

B. KIND OF BUSINESS

Independent ☐

Chain ☐

Limited company ☐

Sole Trader ☐

Partnership ☐

Co-operative ☐

Social Enterprise ☐

Other: ☐

C. NUMBER OF EMPLOYEES
(including the owner)

Full time ☐

Part time ☐

Casual ☐

D. NUMBER OF CUSTOMERS PER WEEK
(estimated for an average week)

0-100 ☐   over 2000 ☐

100-300 ☐   **or** no. of transactions

300-600 ☐   ☐

600-1000 ☐

1000-2000 ☐

E. ANNUAL TURNOVER (estimated)

<£50,000 ☐
specify......................................

£50,000 - £100,000 ☐

£100,000 - £200,000 ☐

£200,000 - £500,000 ☐

£500,000 - £1million ☐

>£1 million ☐
specify......................................

F. % of ANNUAL TURNOVER DUE TO SALES OF LOCAL FOOD AND DRINK
(estimated)

0-20% ☐

21-40% ☐

41-60% ☐

61-80% ☐

81-100% ☐

G. MAIN LOCAL PRODUCE SOLD
tick one box

Meat/cooked meat/fish ☐

Dairy/eggs ☐

Fruit/veg ☐

Drinks/preserves (ambient) ☐

Bread/baked goods ☐

Processed food (eg. ready meals and sauces) ☐

Other .... ☐

CONTINUE ►

TOOL 5:
LOCAL FOOD RETAILER QUESTIONNAIRE
WHERE DOES YOUR LOCAL PRODUCE COME FROM?

CODE NUMBER

Record only the most important suppliers

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
MEAT (include fish)			
COOKED MEAT			
DAIRY and EGGS			

CONTINUE

TOOL 5:
LOCAL FOOD RETAILER QUESTIONNAIRE
WHERE DOES YOUR LOCAL PRODUCE COME FROM?

CODE NUMBER

Record only the most important suppliers

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
FRUIT			
VEGETABLES			
BREAD AND BAKED GOODS			

CONTINUE ▶

TOOL 5:
LOCAL FOOD RETAILER QUESTIONNAIRE
WHERE DOES YOUR LOCAL PRODUCE COME FROM?

CODE NUMBER

Record only the most important suppliers

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
DRINKS			
PRESERVES			
PACKAGED FOOD			
OTHER			

CONTINUE

TOOL 5:
LOCAL FOOD RETAILER QUESTIONNAIRE
FOUR QUESTIONS

CODE NUMBER

1. For you what are the main benefits of selling local produce?
What are your main reasons for selling local produce?

2. What are the main challenges you face in selling local produce?
What makes it difficult for you to sell local produce?

3. What opportunities do you see for increasing the amount of local produce you sell?
What initiatives would help you to sell more local produce? What other local produce would you like to sell?

4. Apart from selling local produce, what other benefits does your business bring to the local area, the local environment and landscape, and the local community? What other activities does your business get involved with locally?

GO TO MATRIX

TOOL 6:
LOCAL FOOD CATERER QUESTIONNAIRE

CODE NUMBER	DATE	RESEARCHER

Business name

Contact person + role

Address

Postcode

When was the business established?

Phone

Email

Website

Good times to contact

A. MAIN CATEGORY OF BUSINESS
tick one box

Restaurant (& fast food)

Café/Canteen

Pub

Take-away/Bakery

Mobile caterer/Event caterer

Hotel/Guesthouse/B&B

Other

Are you also a:

Wholesaler ☐ Caterer ☐

Producer ☐ Processor ☐

B. KIND OF BUSINESS

Independent ☐

Chain ☐

Limited company ☐

Sole Trader ☐

Partnership ☐

Co-operative ☐

Social Enterprise ☐

Other: ☐

C. NUMBER OF EMPLOYEES
(associated with catering)

Full time ☐

Part time ☐

Casual ☐

D. NUMBER OF CUSTOMERS PER WEEK
(estimated for an average week)

0-100 ☐   over 2000 ☐

100-300 ☐   **or** no. of meals served ☐

300-600 ☐

600-1000 ☐

1000-2000 ☐

E. ANNUAL TURNOVER (estimated)

<£50,000 ☐
specify...

£50,000 - £100,000 ☐

£100,000 - £200,000 ☐

£200,000 - £500,000 ☐

£500,000 - £1million ☐

>£1 million ☐
specify...

F. % of ANNUAL TURNOVER DUE TO SALES OF LOCAL FOOD AND DRINK (estimated)

0-20% ☐

21-40% ☐

41-60% ☐

61-80% ☐

81-100% ☐

CONTINUE ▶

TOOL 6:
LOCAL FOOD CATERER QUESTIONNAIRE
WHERE DOES YOUR LOCAL PRODUCE COME FROM?

CODE NUMBER

Record only the most important suppliers

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
MEAT (include fish)			
COOKED MEAT			
DAIRY and EGGS			
VEGETABLES			

CONTINUE ▶

TOOL 6:
LOCAL FOOD CATERER QUESTIONNAIRE
WHERE DOES YOUR LOCAL PRODUCE COME FROM?

CODE NUMBER

Record only the most important suppliers

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
FRUIT			
DRINKS			
PRESERVES			
BREAD AND BAKED GOODS			
PACKAGED FOOD			
OTHER			

CONTINUE

TOOL 6:
LOCAL FOOD CATERER QUESTIONNAIRE
FOUR QUESTIONS

CODE NUMBER

1. For you, what are the main benefits of using locally sourced produce?
What are your main reasons for providing local produce?

2. What are the main challenges you face in using local produce?
What makes it difficult for you to use local produce?

3. What opportunities do you see for increasing the amount of local produce you use?
What initiatives would help you to use more local produce? What other local produce would you like to use?

4. Apart from using locally produced food in your meals, what other benefits does your business bring to the local area, the local environment and landscape, and the local community? What other activities does your business get involved with locally?

GO TO MATRIX

THEME 3: PRODUCERS

- Identify which producers to map
- Read producer questionnaire and guide
- Practise interviewing each other
- Decide who does what and where
- Interview producers
- Collect completed forms
- Complete data spreadsheets

THEME 3: PRODUCERS

PRODUCERS. CLOCKWISE FROM BELOW: NEW MOOR FARM, DARLINGTON; ROUNDHURST FARM, HASLEMERE; WEST BRADLEY ORCHARD, SOMERSET; DURLEIGHMARSH FARM SHOP, PETERSFIELD; FISHERMAN'S YARD, FAVERSHAM.

lower roundhurst farm
our own organic eggs
fresh from the farm
£2.00 1/2 dozen

FISHERMANS YARD
fresh fish

OUR OWN RHUBARB

FOOD MILES...metres by wheelbarrow

THEME 3: PRODUCERS

CONTEXT

- **The retailer mapping has identified local producers who supply local produce that is sold in your mapping area.**

- **The mapping includes businesses where local produce is processed or made into other products (e.g. dairies or abattoirs).**

PURPOSE

- **To identify and interview local food producers using a questionnaire designed to build a picture of the scale, range and importance of local food production.**

- **To understand the relative importance of local markets to local producers.**

The mapping will also include producers involved in light processing of local food such as production of sausages, pies, jams, chutneys and drinks using local ingredients.

STEPS

STEP 3: PRODUCER MAPPING

How to plan and carry out a questionnaire survey of producers and processors of local food and drink.

IMPORTANT

Farmers and growers may be particularly busy at certain times of year. Try to avoid producer mapping at these times, in particular during the growing season (often from late spring onwards). and during harvest time (often in the late summer and early autumn).

Also, you should bear in mind that depending on your definition of 'local', these interviews may require significant travel and time.

STEP 3: PRODUCER MAPPING

Suggestions for what to include in a planning meeting attended by a small local food web mapping team (up to eight people) or for the core group/steering group of a larger food group.

AIM

- **To gain an understanding of local food producers:**

  who is involved

  where are they located

  how can they be contacted

  types of businesses

  impact on local employment and the local economy

- **To gather information that will help to provide a picture of:**

  the scale of local food production

  the range of food being produced

  the attitudes of local food producers, and the benefits that selling food locally brings to them and to local communities.

WHEN

- **Once the retailer survey has been started you will begin to identify local producers (earlier planning will also have identified producers) who can be contacted and interviewed**

- **If enough information is available, the mapping process could begin with the producer survey**

WHO TO INVOLVE

- **Initial contact with producers is likely to be by telephone so this step in the process may be suited to people who want to be involved but aren't able to go out to visit businesses and farms**

- **Anyone from the survey team, but particularly those who are producers themselves or who have links to producers**

- **The more people involved, the quicker the work will be completed**

- **Ideally, the surveying should be carried out in pairs**

TASKS

TASK 7: PRODUCER SURVEY

TOOLS

TOOL 7: PRODUCER QUESTIONNAIRE FORM

TOOL 8: PROCESSOR QUESTIONNAIRE FORM

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TASK 7: PRODUCER SURVEY

Most people in your survey team will have regular contact with people and businesses selling local produce. This is less likely when it comes to local food producers. If you have team members who are producers themselves, this is a great advantage and will help you not only identify other producers but also to make contact, establish good dialogue and develop relationships with producers. The survey initially focuses on **location and contact** information of food producers. It goes on to collect data on **employment, turnover** and **clients** who are supplied. It then focuses directly on **what is being produced** and **where it is being marketed**. Finally, the questionnaire includes four questions which will help to provide a basic understanding of the business' **positive impact on the local community** and how local food production could be supported.

WHAT YOU NEED

Skills

Team members who are or who have links with producers are a bonus.

Be sensitive to the demands made on farmers and other producers – they are often very busy and you should avoid interviews at busy times of the day or year.

Time

This depends on the number of people involved, the size of your survey area and the number of businesses to be surveyed. Each questionnaire could take at least 20 minutes, but travel time to farms is an important consideration.

Materials

Pens, printed out questionnaires and a folder or clipboard to hold your paperwork.

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TASK 7: PRODUCER SURVEY

WHAT YOU DO

Survey location	Identify where local food is produced in your survey area: • The retailer mapping (**THEME 2**) will have identified the local producers who supply local shops and caterers. Earlier planning work in **THEME 1** may also be useful in identify producers. • Local food directories can provide pointers for local producers and farm shops, and it is worth searching the internet, your local area Yellow Pages or the phone book Use this search to build up a list of farms and other producers to survey and divide them up between the members of your survey team.
Survey method	See **How to use the questionnaires** – **TOOL 3**: 1. Visit the business and carry out a **face-to-face** interview 2. **Telephone** interview 3. **Drop** a questionnaire at the business to be completed when convenient
Do some homework	• Before carrying out any interviews, enter information in advance using websites, food directories, Yellow Pages and the phone book • For example: business address; phone number; email address; website; and type of business may all be found before going to the business (but double check this information at the interview)

Preparation

• **Introducing yourself**
As a group, decide how you will introduce and explain the local food web mapping project. Use the **'project introduction'** that your team put together during **THEME 1** – **planning** using **TASK 4**.

• Make sure that the survey team understands how to ask the questions and how to enter the responses on the questionnaire forms (see **How to ask the questions** – **TOOL 4**)

• **Materials**
Make sure all volunteers have pens, questionnaires and a folder or clip-board to hold paperwork and to lean on when filling in the form

TIP:
*Before going out, **practise on each other** and role play possible tricky responses. This can help to build confidence in a safe and fun way.*

IMPORTANT:
The questionnaire form can be emailed to members of your team to print out and fill in by hand. Alternatively, the **TOOLS** are also editable PDFs making it possible to fill in a digital version on your computer.

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TASK 7: PRODUCER SURVEY

Arrange interview

- Farmers and other food producers are often busy. Don't expect to be able to interview them out of the blue! You will need to telephone or email the business to arrange a time when an interview would be possible.
- Remember to call and confirm on the day of the interview.
- Introduce yourself and explain the mapping project as clearly and succinctly as possible. You could mention the retailer or caterer who provided information about this producer.
- Ask when would be a convenient time to carry out a quick interview of ten to 20 mins. Either on a visit to the business (best option) or over the phone.

Interview

- When you arrive at the business or call again, remember to re-introduce yourself and explain the project again and **thank the interviewee** for their time.
- Ensure that you have the correct questionnaire forms by checking in advance whether the business is:
  - a **producer** of raw food supplied to consumers, retailers or processors
  - a **processor** of food supplied from other local producers
  - a **producer and a processor** of raw food
- Ensure that you have entered any information that is already available before you begin.

TIP:
Take along a spare copy of the other survey forms (e.g. processor and retailer) in case you need them when you find out more about the business.

Next steps

Archiving:
- As you build up a stack of completed questionnaires it is important that you collect them together and store them safely.
- This is your raw mapping information and you will need to refer back to it later in the food web mapping process to back up statements about the food web or to identify particular people and businesses you may want to re-visit and gather more information from.
- Make sure:
  - All questionnaire forms from one business are stapled together and all have the same code number
  - The name of the volunteer who completed each questionnaire is recorded – you may need to clarify something with them later on
  - All questionnaires are kept together in a folder or file

Analysis:
- When you have completed all of the interviews, you need to decide when to analyse the information: immediately, while the interviews are fresh in your mind, or later when all the surveys have been completed.
- This will depend on the amount of information collected and whether or not you are using the group analysis and/or spreadsheet analysis approach.
  See THEME 5 - **analysis**

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TOOL 7:
LOCAL FOOD PRODUCER QUESTIONNAIRE

CODE NUMBER	DATE	RESEARCHER

Business name

Contact person + role

Address

Postcode

Phone

Mobile

Email

Website

When was the business established?

A. MAIN CATEGORY OF BUSINESS
tick one box

Livestock/dairy ☐

Poultry/eggs ☐

Fruit/veg (inc. horticulture) ☐

Arable ☐

Mixed ☐

Fishery ☐

Other ☐

Are you also a:

Processor ☐

Retailer ☐   Caterer ☐

B. NUMBER OF EMPLOYEES
(including owner)

Full time ☐

Part time ☐

Casual ☐

C. DO YOU SELL PRODUCE DIRECT?

Farm shop ☐

Box scheme ☐

Farmers' market ☐

Other

D. ANNUAL TURNOVER (estimated)

<£50,000
Specify.. ☐

£50,000 - £100,000 ☐

£100,000 - £200,000 ☐

£200,000 - £500,000 ☐

£500,000 - £1million ☐

>£1million
Specify.. ☐

E. PROPORTION MARKETED LOCALLY

0-20% ☐

21-40% ☐

41-60% ☐

61-80% ☐

81-100% ☐

F. MAIN CLIENTS SUPPLIED?
tick one box

Large retail chains ☐

Independent shops ☐

Markets ☐

Box schemes ☐

Wholesalers ☐

Food processors ☐

G. MAIN LOCAL PRODUCE SOLD
tick one box

Meat/poultry ☐

Dairy/eggs ☐

Fruit/veg ☐

Grain/flour ☐

Fish ☐

Other:

H. WHAT ELSE WOULD YOU LIKE TO SUPPLY IF THERE WAS A MARKET?

CONTINUE ➤

TOOL 7:
LOCAL FOOD PRODUCER QUESTIONNAIRE
WHO DO YOU SUPPLY YOUR LOCAL PRODUCE TO?

CODE NUMBER

Record only the most important clients

TYPE OF PRODUCE	CLIENT'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
PORK			
LAMB			
BEEF			
POULTRY			
EGGS			

CONTINUE

TOOL 7:
LOCAL FOOD PRODUCER QUESTIONNAIRE
WHO DO YOU SUPPLY YOUR LOCAL PRODUCE TO?

CODE NUMBER

Record only the most important clients

TYPE OF PRODUCE	CLIENT'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
DAIRY PRODUCTS			
FRUIT			
VEGETABLES			
GRAIN AND FLOUR			
FISH			

CONTINUE ▶

TOOL 7:
LOCAL FOOD PRODUCER QUESTIONNAIRE
FOUR QUESTIONS

CODE NUMBER

1. For you, what are the main benefits of marketing your produce locally?
What are your main reasons for selling local produce?

2. What are the greatest challenges you face in trying to market your produce locally?
What makes it difficult for you to sell local produce?

3. What opportunities do you see for increasing the amount of produce you market locally?
What initiatives would help you to sell more local produce? What other local produce would you like to sell?

4. Apart from supplying your produce locally, what other benefits does your business bring to the local area, the local environment and landscape, and the local community? What other activities does your business get involved with locally?

GO TO MATRIX

TOOL 8:
LOCAL FOOD PROCESSOR QUESTIONNAIRE

CODE NUMBER	DATE	RESEARCHER

Business name

Contact person + role

Address

Postcode

Phone

Mobile

Email

Website

When was the business established?

A. MAIN CATEGORY OF BUSINESS
tick one box

Meat (abattoir)/ Cooked meat/ fish ☐

Milk/dairy ☐

Eggs ☐

Process/packaged fruit & veg ☐

Drinks/juices/preserves ☐

Flour/bread/baked goods ☐

Are you also a:

Producer ☐

Retailer ☐ Caterer ☐

B. NUMBER OF EMPLOYEES
(including owner)

Full time ☐

Part time ☐

Casual ☐

C. DO YOU SELL PRODUCE DIRECT?

Farm shop ☐

Box scheme ☐

Farmers' market ☐

Other

D. ANNUAL TURNOVER (estimated)

<£50,000
Specify………………………………………… ☐

£50,000 - £100,000 ☐

£100,000 - £200,000 ☐

£200,000 - £500,000 ☐

£500,000 - £1million ☐

>£1million
Specify………………………………………… ☐

E. PROPORTION MARKETED LOCALLY

0-20% ☐

21-40% ☐

41-60% ☐

61-80% ☐

81-100% ☐

F. MAIN CLIENTS SUPPLIED?
tick one box

Large retail chains ☐

Independent shops ☐

Markets ☐

Box schemes ☐

Wholesalers ☐

Food processors ☐

G. MAIN LOCAL PRODUCE SOLD
tick one box

Meat/cooked meat/fish ☐

Dairy/eggs ☐

Fruit/veg ☐

Drinks/preserves ☐

Baked goods/grain/flour ☐

Packaged food ☐

H. MAIN SOURCES OF PRODUCE

Own produce ☐

Local farmers ☐

Local small holders ☐

Outside local area ☐

Other:

CONTINUE ➡

TOOL 8:
LOCAL FOOD PROCESSOR QUESTIONNAIRE
PRODUCE IN: WHERE DOES YOUR LOCAL PRODUCE COME FROM?

CODE NUMBER

Record only the most important clients

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
MEAT			
POULTRY			
DAIRY PRODUCTS			
EGGS			

CONTINUE ▶

TOOL 8:
LOCAL FOOD PROCESSOR QUESTIONNAIRE
PRODUCE IN: WHERE DOES YOUR LOCAL PRODUCE COME FROM?

CODE NUMBER

Record only the most important clients

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
FRUIT			
VEGETABLES			
GRAIN/FLOUR			
FISH			
OTHER			

CONTINUE

TOOL 8:
LOCAL FOOD PROCESSOR QUESTIONNAIRE
PRODUCE OUT: WHERE DO YOU SUPPLY LOCAL PRODUCE TO?

CODE NUMBER

Record only the most important clients

TYPE OF PRODUCE	CLIENT'S NAME (+ location) and type*	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
MEAT and COOKED MEAT			
MILK and DAIRY PRODUCTS			
PROCESSED AND/OR packaged FRUIT and VEGETABLES			

*Use categories in question G

CONTINUE

TOOL 8:
LOCAL FOOD PROCESSOR QUESTIONNAIRE
PRODUCE OUT: WHERE DO YOU SUPPLY LOCAL PRODUCE TO?

CODE NUMBER

Record only the most important clients

TYPE OF PRODUCE	CLIENT'S NAME (+ location) and type*	HOW IS THE PRODUCE TRANSPORTED?	ARE THEY A WHOLESALER?
JUICES and PRESERVES			
BREAD and BAKED GOODS			
OTHER			

*Use categories in question G

CONTINUE

TOOL 8:
LOCAL FOOD PROCESSOR QUESTIONNAIRE
FOUR QUESTIONS

CODE NUMBER

1. For you, what are the main benefits of marketing produce locally/using local produce?
What are your main reasons for selling local produce/using local produce?

2. What are the greatest challenges you face in trying to market your produce locally?
What makes it difficult for you to sell local produce?

3. What opportunities do you see for increasing the amount of produce you market locally?
What initiatives would help you to sell more local produce? What other local produce would you like to sell?

4. Apart from supplying/using local produce, what other benefits does your business bring to the local area, the local environment and landscape, and the local community? What other activities does your business get involved with locally?

GO TO MATRIX

THEME 4: CONSUMERS

- Identify where to map consumers
- Read consumer action chart tool
- Read consumer questionnaire
- Decide which mapping approach to use
- Decide who does what and where
- Interview and consult consumers
- Collect completed forms and charts
- Complete data spreadsheets

THEME 4: CONSUMERS

CONSUMERS. CLOCKWISE FROM BELOW: THE FLEECE IN OTLEY; NETHEREDGE FARMERS' MARKET NEAR SHEFFIELD; JUST NATURAL, SHEFFIELD; YOUNG VEGETABLE SHOPPERS IN YEOVIL; A FAN OF LOCAL ICE-CREAM FROM ARCHERS IN DARLINGTON.

PLANNING
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GO TO MATRIX

THEME 4: CONSUMERS

CONTEXT

- Completing your picture of the local food web by gathering information from consumers of local food.

- This includes shoppers and customers of businesses selling local food or meals using locally sourced ingredients.

- It is difficult to identify and interview the specific shoppers who buy local food – they are unlikely to look or behave differently from other shoppers! For this reason, the survey will initially gather information from local shoppers and customers generally and focus on their attitudes to local food.

- Once a local food interest is identified, more specific information can be collected.

PURPOSE

- To identify and interview people who buy local food and drink.

- To build a picture of the scale, range and importance of local food retailing to local shoppers.

- There are two options for consumer mapping depending on your team's interests and skills: using **action charts** to encourage more active engagement with passing shoppers; or a **questionnaire survey**.

STEPS

STEP 4: CONSUMER MAPPING

How to plan and carry out consumer mapping using action charts or a questionnaire survey with local shoppers.

PLANNING

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STEP 4: CONSUMER MAPPING

AIM

- **To gain an understanding of the attitudes of local shoppers and customers to locally produced food:**

  how important local food is and why

  if they buy local food or not and why

  what they mean by the term local

  the benefits that the local food web brings to them and to their communities

- **To gather information that will help to provide a picture of:**

  the scale of local food consumption

  the range of local food being purchased

  who is buying local food

  where local food is purchased

  what makes it easy or difficult to buy local produce

WHEN

- **Once the retailer survey has been started you will begin to identify places where shoppers could be interviewed**

- **The mapping process could start with the consumer survey if preferred, as this could help identify retailers of local food**

WHO TO INVOLVE

- **Anyone from the survey team, but particularly those who are energetic and particularly interested in this aspect of the survey**

- **The more people involved the quicker the work will be completed**

- **The mapping involves engaging with members of the public and should be carried out in pairs**

TASKS

TASK 8: ACTION CHARTS

TASK 9: CONSUMER SURVEY

TOOLS

TOOL 9: LINE CHART

TOOL 10: LOCAL FOOD MAP

TOOL 11: STREET WORK CHECKLISTS

TOOL 12: CONSUMER CODING SHEET

TOOL 13: CONSUMER QUESTIONNAIRE

TOOL 14: ARCHIVE SHEET

TASK 8: ACTION CHARTS

● THEME
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In the retailer and producer mapping, questionnaires have been used to guide interviews with the businesses and gather the relevant information you will need. When gathering information from consumers, you will be engaging with passing shoppers on the street or at a market and this requires a different approach. A questionnaire survey (see TASK 9) may appear to be more straightforward, but it is suggested that using the action charts makes it much easier to engage with more people and gather more useful information.

Action charts offer an approach to information-gathering based on allowing people to respond to questions as they want to, rather than following a structured sequence of questions choosing between suggested answers (it is based on an approach referred to as Participatory Appraisal). This more participatory approach encourages people to talk in a relaxed way about **what they think and feel about food,** and local food in particular. It will encourage the participation of people who might otherwise be reluctant to engage with a questionnaire survey. Participants will also be able to consider each others' opinions. The tool focuses on **attitudes to local food** and whether or not local food is important. A map is used to gather information on **where local food can be bought**, the **range of local food that is available**, and **what could be done** to support local producers and retailers.

WHAT YOU NEED

Skills

Although previous experience is useful, your confidence and skill in facilitating the tool will grow the more often you use it.

Team members with experience of community engagement and public survey work will be particularly useful.

Time

To get the most out of the tool plan for sessions of at least two hours and arrange for three or four facilitators for each session.

Materials

Thick and fine felt-tip pens, flip-charts and maps prepared in advance, coloured Post-it notes, masking tape, clear Sellotape and Blu-Tack, coding sheets and a folder or clip-board to hold your paperwork.

TIPS

These tools may be very useful at local events and festivals, helping to raise awareness about your mapping project as well as collecting useful information.

CONTINUE ➡

GO TO MATRIX ⬆

TASK 8: ACTION CHARTS

WHAT YOU DO

Survey location

Using earlier planning maps and the results of the retailer survey, identify survey locations such as:
- clusters of shops, including some selling local produce
- busy shopping streets or areas where local produce is also being sold
- markets, outside supermarkets or farmers' markets
- food festivals or similar events with a food or sustainability theme
- restaurants or pubs where local food is promoted or advertised

Use this search to build up a list of locations that could be included in the survey and divide them up between the members of your survey team.

TIP:
*Try to position yourself where you have enough space **if possible on the sunny side of the street.***

Preparation

TIP:
Before beginning your street work read through the street work checklists - **TOOL 11** *to ensure that you are properly prepared.*

To ensure your safety, if possible go out in pairs and work closely together.

People you interview are likely to ask who you are, why you want answers to the questions and what you'll do with the information you gather.

- **Introducing yourself**
  As a group, decide how you will introduce and explain the local food web mapping project. Use the **'project introduction'** that your team put together during **THEME 1** – **planning** using **TASK 4**. You could print out a large print version of the introduction and any definitions and display it for people to read.

- **Coding participants**
  It is very important to ensure that each person has a unique code number. Make sure volunteers

Preparation continued

understand this and are issued with a **consumer coding sheet** to record which numbers are used for which person. The coding sheet also collects some very basic information about the participants. Make sure everyone understands the purpose of collecting this information: to build a picture of the type of people who participated.

- **Materials**
  Have **flip-chart sheets** and thick **marker pens** for drawing charts and recording any comments and quotes.

  Make sure you have two to three packs of different coloured rectangular **Post-its** (neon colours are best) and at least eight dark coloured fine-tipped **felt tip pens** for participants to use.

  Have **masking tape/Sellotape** and **Blu-Tack** for sticking up the charts.

  Have a map of the area you are surveying.

Decide which tools you are going to use:
- **Line charts**
  A straightforward participatory tool that is easy for volunteers to facilitate and for participants to engage with. It provides a useful overview of participants' attitudes to local food and, importantly, it also encourages participants to think about actions.

- **Local food map**
  Derived from the Knowledge Map (**THEME 1**, **TASK 3**) a simple tool for gathering information on the location of local food producers and retailers and others active in the local food web.

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TASK 8: ACTION CHARTS

Preparing and using the charts

LINE CHARTS
SEE **TOOL 9**: LINE CHART TEMPLATE

- Stick two pieces of flip-chart together using masking tape (and turn the chart over so that the tape is on the back)
- Draw a **red smiley face** (about 5cm diameter) half way down the chart on the left side and a **blue grumpy face** the same size about half way down on the right
- Under the smiley face write **ALL** and under the grumpy write **NONE**
- Draw a thick, straight black line between the two faces
- Draw a red arrow pointing from right to left (grumpy to smiley) about 10cm up from the bottom of the chart
- Write the **opening question** clearly along the top of the chart

HOW MUCH OF WHAT YOU EAT OR DRINK IS LOCAL PRODUCE?
i.e. grown, made, reared or caught within … miles of …

- Write the action question clearly below the arrow at the bottom of the chart

WHAT WOULD HELP YOU TO EAT OR DRINK MORE LOCAL PRODUCE?

Using the line chart:
1. Stand back from the chart facing it and look for people to approach
2. As someone comes towards you simply point at the chart and ask:
How would you answer that question?
(HOW MUCH OF WHAT YOU EAT OR DRINK IS LOCAL PRODUCE?)

Preparing and using the charts continued

3. If you need to, explain any questions (e.g. your definition of 'local' or what you mean by 'produced' or why you're asking them this)
4. When they answer the question point to the chart and ask them:

Where would you put your cross on the line between ALL and NONE?

5. Hand them a pen and ask them to mark their cross on the line. Then ask **WHY** they've put their cross there
6. Using the consumer coding sheet, assign the participant a number and write it next to their cross
7. Ask them to write their reasons on a Post-it or directly on the chart (or alternatively you record what they say on a Post-it and stick it next to the cross). Always add their code number to any comment
8. Ask them to answer the action question:

WHAT WOULD HELP YOU TO EAT OR DRINK MORE LOCAL PRODUCE?

9. You/they write suggestions on Post-its (with their code number). Stick the Post-its on the arrow along the bottom of the chart
10. When they have finished the chart ask them the final **coding questions** on your consumer coding form and say **thank you**

TIP:
Once comments have been added to your chart, passersby will be drawn to it. Point at the opening question, hand over pens and Post-its, assign a code number and let people engage as they wish.

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GO TO MATRIX

TASK 8: ACTION CHARTS

Preparing and using the charts continued

LOCAL FOOD MAP:
SEE **TOOL 10:** LOCAL FOOD MAP

- Stick two pieces of flip-chart together using masking tape (and turn the chart over so that the tape is on the back).
- Stick a map of your survey area in the centre of the chart.

Map options: see TASK 3 in THEME 1
Ordnance Survey Explorer (1:25,000) or Landranger (1:50,000)
Local town guide maps (try a town centre newsagents)
Map downloaded from the internet (see TASK 5 printing internet maps)
Map copied at your local library

- Write your **key question** clearly along the top of the chart:

WHICH PLACES DO YOU KNOW THAT SELL LOCAL FOOD AND DRINK?
(food/drink grown, made, reared or caught within xx miles of ------?

Preparing and using the charts continued

TIP:
*If your map covers a large enough area, you could also ask people to mark **places they know that produce food locally.***

TIP:
Once comments have been added to your chart, passersby will be drawn to it. Point at the opening question, hand over pens and Post-its, assign a code number and let people engage as they wish.

Using the local food map:
1. Stand back from the chart facing it and look for people to approach.
2. As people come towards you simply point at the chart and ask:

How would you answer that question? (WHICH PLACES DO YOU KNOW THAT SELL LOCAL FOOD AND DRINK?)

3. An alternative question would be to ask:

Do you live locally? – if YES can you show me where on the map.

4. Once they have marked where they live assign them a code number (if you haven't already) and write it next to their cross on the map.

NOTE: you could try using these questions in the opposite order and see which works best for you. Whichever order you use **try to ask both** before the person leaves.

5. Once people start telling you about the places they know, hand them a pen and ask them to mark them on the map adding any comments, linked by lines, on the flip-chart paper around the map.
6. When they have finished the chart, ask them the final **coding question**s on your consumer coding form and say **thank you**.

NOTE: only code participants once i.e. if they've already been given a number when using the line chart use this number.

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TASK 8: ACTION CHARTS

Next steps

Archiving:
- It is extremely important to ensure that the charts are properly collected, stored and archived.
- Before you leave the survey location **stick down all the Post-its with clear Sellotape** (make sure you can still lift Post-its to reveal comments written underneath)
- Complete an archive form (**TOOL 14**) to attach to your charts. This will record:
  - **the names of the team members involved in the activity**
  - **the date the work was carried out**
  - **the location of the survey**
  - **any comments about how the survey went and how well the questions worked**
- This is your raw survey information and you will need to refer back to it later in the food web mapping process to back up statements about the food web, or to identify particular comments and quotes from participants.

Analysis:
- When you have completed the chart activity, you need to decide when to analyse the information: immediately, while the activity is fresh in your mind, or later when all the surveys have been completed.
- This will depend on the amount of information collected and whether or not you are planning to repeat the activity at another location or at another time. The analysis will use the group analysis approach.
- The data from your consumer coding sheet can be collected and entered into **TOOL 17: Consumer Data Collection spreadsheet**

See **THEME 5** – analysis
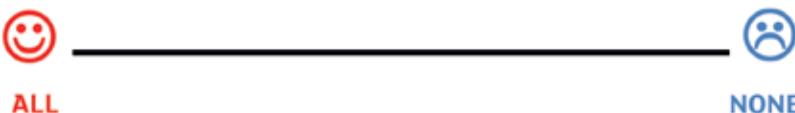
TOOL 9: LINE CHART TEMPLATE

HOW MUCH OF WHAT YOU EAT OR DRINK IS LOCAL PRODUCE?
ie. grown, made, reared or caught within 30 miles of Chichester

☺ ALL ——————————————— ☹ NONE

WHAT WOULD HELP YOU TO EAT OR DRINK MORE LOCAL PRODUCE?

OTHER QUESTIONS YOU COULD PUT ON YOUR CHART:

Opening question	Ends of line	Action question
How easy is it for you to buy locally produced food?	☺Very easy ☹Not at all easy	What would make it easier to buy locally produced food?
How important is it for you to know where your food comes from?	☺Very important ☹Not at all important	What would make you more interested in where your food comes from?

TIP:
Try to avoid telling people what you think. It is their opinion that you are trying to capture.

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Preparing and using the charts continued

Opening question:
HOW MUCH OF WHAT YOU EAT OR DRINK IS LOCAL PRODUCE?
Follow-up questions:
❓ Why have you put your cross there?
❓ What stops you being nearer either end?
❓ What do you mean by local?
❓ How do you know it's local?

Action question:
WHAT WOULD HELP YOU TO EAT OR DRINK MORE LOCAL PRODUCE?
Follow up questions:
❓ What needs to happen?
❓ What would make it easier?
❓ What can you do?
❓ What can others do?

TIP:
Your most important and useful question to ask is:
WHY?
Why do you think that?
Why is it like that? etc

GO TO MATRIX

TOOL 10: LOCAL FOOD MAP TEMPLATE

WHICH PLACES DO YOU KNOW THAT SELL LOCAL FOOD AND

DO YOU LIVE LOCALLY? - IF YES, SHOW US WHERE ON THIS MAP

(showing how it may look once completed):

Opening question:

WHICH PLACES DO YOU KNOW THAT SELL LOCAL FOOD AND DRINK?

Follow-up questions:

? Which shops sell local produce?

? Which cafés, restaurants, pubs, guesthouses and hotels sell produce that uses locally sourced ingredients?

? What do you think about this business?

? What do you think about the range of food that they sell?

? What do you think about the quality of the food?

? How do you know the produce is local?

NOTE:

This tool may open up detailed and interesting conversations about access to local food. Be sure to record any useful information and, if appropriate, contact details for particularly interesting or interested participants.

TOOL 11: STREET WORK CHECKLISTS

SAFETY CHECKLIST:

- Always go out in groups of three
- Stay within sight of each other
- Tell someone where you'll be
- Share mobile phone numbers
- Don't be confrontational
- Be aware of your body language
- Be aware of team members and what they are doing
- Don't crowd around people
- Don't block the pavement
- Stay alert and watch your bags etc.
- Don't be pushy about people participating
- Smile and relax

SENSITIVITY CHECKLIST:

- If asked, explain who you are, what you are doing and why
- Treat all comments and responses as confidential
- All participants should remain anonymous (use code numbers)
- Don't assume anything about anyone
- There are no right and wrong answers
- Don't put forward your own opinion
- Don't be judgemental
- Don't discriminate
- Be discreet about what people say to you
- Be clear and open about what you write down
- Dress casually: not too smart and not too scruffy
- Allow people to stop whenever they want

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GO TO MATRIX

TOOL 11: MATERIALS CHECKLIST

CODING SHEETS / TABLES / MAPS

- Make sure you have all the charts and maps you will need prepared in advance, as well as questionnaires and coding sheets.

GROUND RULES

- Read your Street Work Checklist before you start.

INTRODUCTION

- A flip-chart or leaflet explaining who you are, what you are doing and why (your Introductory Statement).

FLIP-CHART PAPER

- A1 perforated flip-chart paper.
- Used singly or taped together to make larger charts.
- Smaller charts are best for working outdoors.
- Indoors try not to stick more than four sheets together as it gets too heavy.

POST- IT NOTES

- Packs of different brightly coloured Post-its.
- Rectangular (76mm x 127mm), 100 per pack
- Neon colours are best as they will draw people towards your charts.
- You will always need more than you think - bring extra!
- Different shapes and sizes are sometimes useful and fun but not as practical as the basic rectangular ones.

THICK MARKER PENS

- Four different, dark-coloured, thick flip-chart marker pens.
- Charts are best if they are colourful and engaging.
- Draw and write big, bold and colourful.

FINE-TIPPED MARKER PENS

- So that people can write easily even up against a wall.
- Make sure the colours are dark and will show up on coloured Post-its.

STICKY DOTS

- A pack each of blue and red sticky dots.
- Very useful for scoring and prioritising.

MASKING TAPE

- One roll of white masking tape for sticking flip-charts together or sticking charts to walls (take Blu-Tack too).
- Be careful when taking down charts not to remove wallpaper or paint.
- When storing completed charts, ensure they don't get stuck together.

CLEAR SELLOTAPE

- For sticking down Post-its after work is completed.
- The charts are evidence of the findings and should be kept.

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TOOL 12: CONSUMER CODING SHEET

To be completed **immediately** following the activity

eg. S001, S002 etc

1= 15-24	4= 45-60
2= 25-34	5= 60+
3= 35-44	

CODE NUMBER	Postcode	GENDER M/F	AGE CATEGORY 1-5	ARE YOU ABLE TO BUY THE FOOD YOU'D LIKE TO BUY? Y/N Add comments

TASK 9: CONSUMER SURVEY

The questionnaire is designed to be quick and straightforward to make information gathering as simple as possible. You will be interviewing shoppers as they pass by and the success of the information-gathering will depend on your ability to engage with members of the public. An alternative to the consumer survey are action charts (see TASK 8). The questionnaire initially focuses on broad **attitudes to local food** and whether or not it is important, before gathering detailed information on **what food is bought, where it is bought, what makes it difficult**, and finally three questions which will help to provide a basic understanding of what consumers consider to be the **positive benefits of local food on the local community and how local food production could be supported**. Most people in your survey team will probably be consumers of locally produced food. This will give you an opportunity to use the survey tools on each other and for you to be included in the food mapping process as subjects of the survey.

WHAT YOU NEED

Skills

It would be advantageous but not essential if team members had experience of public survey work.

They will also need energy and patience and a particular interest in this aspect of the mapping.

Sensitivity to the fact that not everyone enjoys being approached to answer survey questions when they're out doing their shopping.

Time

This will depend on the importance you place on this aspect of the food web. A survey carried out by two or four people over a couple of two or three hour sessions on busy shopping streets may be adequate.

Materials

Pens, printed out questionnaires, coding sheets and a folder or clip-board to hold your paperwork.

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TASK 9: CONSUMER SURVEY

WHAT YOU DO

Survey location

Using earlier planning maps and the results of the retailer survey, identify survey locations such as:
- clusters of shops, including some selling local produce
- busy shopping streets or areas where local produce is also being sold
- markets or farmers' markets
- food festivals or similar events with a food or sustainability theme
- restaurants or pubs where local food is promoted or advertised

Use this search to build up a list of locations that could be included in the survey and divide them up between the members of your survey team.

Survey method

Decide whether to confine the information-gathering to a questionnaire survey or to also use action charts (see TASK 8)

Preparation

TIP:
Remember – you are consumers so interview each other and include the responses in your survey.

To ensure your safety, if possible, go out in pairs and work close together.

People you interview are likely to ask who you are, why you want answers to the questions and what you'll do with the information you gather.

- **Introducing yourself**
  As a group, decide how you will introduce and explain the local food web mapping project. Use the '**project introduction**' that your team put together during THEME 1 – **planning** using TASK 4. You could print out a large-print version of the introduction and any definitions and show it to people you are interviewing.

Preparation continued

TIP:
*Try to find busy shopping areas or markets and position yourself where you have enough space - **if possible on the sunny side of the street.***

Interview

TIP:
*If you ask people 'do you have a few minutes for a quick questionnaire' **they'll probably say no.***

- Make sure that the mapping team understands how to ask the questions and how to enter the responses on the questionnaire forms

- **Coding participants**
  It is very important to ensure that each person has a unique code number. Make sure volunteers understand this and are issued with a consumer coding sheet (**TOOL 12**) to record which numbers are used for which person.

- **Materials**
  Make sure all volunteers have pens, questionnaires and a folder or clip-board to hold paperwork and to lean on when filling in the form.
  It would also be a good idea to have a camera and take photographs of the mapping in progress. Always check that people are happy to have their picture taken and explain how it will be used.

- The best way to engage with people is to ask a broad starter question to attract their attention and gauge their interest.
- On the questionnaire form Question A has been suggested as a good opening question.

DO YOU BUY FOOD AND DRINK PRODUCED IN THE LOCAL AREA?
or
Do you buy local produce?

- If you are asked to explain what is meant by 'local', ask what they think it means before explaining your project's definition of local.

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GO TO MATRIX

TASK 9: CONSUMER SURVEY

Next steps

Archiving:
- As you build up a stack of completed questionnaires, it is important that you collect them together and store them safely.
- This is your raw survey information and you will need to refer back to it later in the food web mapping process to back up statements about the food web or to identify particular people and businesses you may want to re-visit and gather more information from.

- Make sure:
- ❔ All questionnaire forms from one person are stapled together and all have the same code number
- ❔ All code numbers from the questionnaires are also recorded on the relevant coding sheet (avoids duplicating code numbers)
- ❔ The name of the volunteer who completed each questionnaire is recorded – you may need to clarify something with them later on
- ❔ All questionnaires are kept together in a folder or file

Analysis:
- When you have completed all of the interviews you need to decide when to analyse the information: immediately, while the interviews are fresh in your mind, or later when all the surveys have been completed.
- This will depend on the amount of information collected and whether or not you are using the group analysis and/or spreadsheet analysis approach. (using TOOL 17)

See THEME 5 – **analysis**

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TOOL 13:
LOCAL FOOD CONSUMER QUESTIONNAIRE

CODE NUMBER	DATE	RESEARCHER

A. DO YOU BUY FOOD AND DRINK PRODUCED IN THE LOCAL AREA?

NO ☐

B. What are your main reasons for not buying local food?

Go to questions E.F.&G

YES ☐

C. How much of the food you buy is local?

All ☐

Most ☐

Some ☐

If you need to explain **'produced'** means: grown/reared/caught/made

If you need to explain **'local'**: ASK - What do you think local means?

Definition of local:

D. What are your main reasons for buying local food?

Comments	Comments
It is good quality ☐	It tastes good ☐
It is healthy ☐	Good for the environment ☐
Supports local farmers and businesses ☐	Other ☐

A BIT ABOUT YOU

E. Post-code

F. Gender

Male ☐

Female ☐

G. Age category

1 15-24	**2** 25-34	**3** 35-44	**4** 45-60	**5** over 60
☐	☐	☐	☐	☐

H. Are you able to buy the food you'd like to buy?

YES ☐

NO ☐

(Add comments on reverse)

CONTINUE ➤

TOOL 13:
LOCAL FOOD CONSUMER QUESTIONNAIRE
WHERE DO YOU BUY YOUR LOCAL FOOD & DRINK?

CODE NUMBER

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)
FRUIT	
VEGETABLES	
MEAT/POULTRY	
DAIRY/EGGS/BAKED GOODS	
OTHER incl. FISH	

CONTINUE ➤

CODE NUMBER

1. What benefits do you think local food production bring to the local area and the local community?

2. What stops you from buying more locally produced food?

3. What would encourage or help you to buy more local food?

GO TO MATRIX

TOOL 14:
ARCHIVE SHEET

DATE	TIME	LOCATION

TEAM MEMBERS Who was involved

QUESTIONS AND TOOLS USED + how well did they work

PARTICIPANTS – COMMENTS
e.g. number, general characteristics, level of interest, etc.

KEY FINDINGS

KEY QUOTES

OTHER COMMENTS
e.g. How was the location and time, what would you do differently next time?

THEME 5: ANALYSIS

- Gather together all the information
- Complete data spreadsheet
- Generate charts
- Carry out group analysis
- Identify key findings
- Identify any additional mapping

THEME 5: ANALYSIS

CONTEXT

- Information has been gathered from retailers, producers and consumers to build a picture of the local food web.

- This needs to be analysed to **make sense of the information** – to identify what you now know that you didn't know before, and to see how this affects your picture or map of the local food web.

- There are two options for the timing of the analysis:

- **Separately** – following completion of each survey step in turn (while the information is still fresh in your memory).

- **Altogether** – following completion of all three survey steps.

- This will depend on the amount of information being collected and the amount of time available for the team.

PURPOSE

To identify **key findings and headlines** from the mapping work as a basis for decisions on further, more detailed survey work and/or how to present your findings (**THEME 6**).

STEPS

STEP 5: GROUP ANALYSIS
A participatory activity analysing attitudes towards local food and the local food web (qualitative information)

STEP 6: DATA ANALYSIS
Analysis of statistical information (quantitative information from the retailer/caterer/ producer/processor questionnaires) using computer spreadsheets

STEP 5: GROUP ANALYSIS

An approach to analysis which uses the mapping team's memories of what they have heard as a basis for clustering the information into themes and key findings.

AIM

- **To draw out key themes and findings from the mapping.**

- **To encourage all members of the mapping team to contribute their opinions and perspectives on what they feel is important and valuable to the mapping process, and the picture of the local food web.**

- **To produce a combined group summary of what is now known and what should happen next.**

WHEN

- **Either after completing all the survey activities (THEMES 2, 3 or 4) or after each separate survey. This will depend on the amount of information you have been collecting and how often your team is able to meet:**

  - **Smaller teams carrying out up to 30 interviews in total could analyse all mapping information in one go after THEME 4.**

  - **Larger teams doing more interviews (over 30) may want to meet and analyse information after each STEP is completed.**

WHO TO INVOLVE

- **All members of your mapping team who were involved in the specific mapping task (if you are analysing each task separately) or in all of the mapping tasks (if you are analysing them all in one go).**

TASKS

TASK 10: GROUP ANALYSIS WORKSHOP

TIP

Better to do this as soon as possible after the surveys are completed so that the responses are still fresh in the team's memory.

TASK 10: GROUP ANALYSIS WORKSHOP

This is a suggested workshop plan that could be used to help members of the mapping team to share their perceptions of the key findings from the survey(s).

WHAT YOU NEED

Skills

One member of the group will need to 'chair' or lead the session. This could involve:

- **describing the meeting plan**
- **making sure everyone is able to contribute**
- **organising how the findings are recorded**

It may also be useful for another member of the group to record key points during the workshop.

Time

One session of two or three hours, depending on the amount of information, the number of people participating and whether or not you are dealing with all the surveys together or one at a time.

Materials

All completed questionnaires, charts and any other interview notes from the survey(s) that are being analysed.

Flip-chart paper, masking tape/Blu-Tack, felt pens and Post-it notes.

Other considerations

You will need a room/space where all participants can sit comfortably and either a wall for sticking up flip-chart paper or a table/floor space large enough to lay sheets out.

TASK 10: GROUP ANALYSIS WORKSHOP

WHAT YOU DO

Plan the meeting

Contact (phone/email) members of the mapping team and explain:
- the need to analyse the survey information
- the importance of involving everyone who carried out interviews (or was involved in workshops and participatory activities)
- where it will be (a meeting room or group member's house)
- when it will happen
- who will be invited (all involved in collecting information), and
- how long you expect it to take (two to three hours).

Meeting

Welcome

Welcome participants and explain the purpose of the meeting and describe how the meeting will be run
- Everyone's input encouraged and valued
- If not completed in one meeting, agreement to plan another

Introduce the tool

Explain:
- This exercise will help us to analyse the information we have been collecting
- We will initially use our memories to filter the information and draw out the **key findings** or **headlines** from the survey work
- We will then confirm our headlines by reviewing the survey information, verifying the key findings and checking that we haven't missed out anything important
- We were all involved in collecting the information. By analysing our findings using this participatory approach our different opinions and perspectives on what we have learned can be valued and considered

TIP:
Use this as a guide to what you could say to introduce the analysis.

Question 1: Health check

Ask: From the surveys that you have been involved in and the information you have gathered...
How healthy is your local food web?
- What score would you give the local food web between one and ten where one is very unhealthy and ten is very healthy.
- ❓ Which parts of the food web work well and which don't?
- ❓ Where are there many businesses actively involved?
- ❓ Where is the movement of produce slow or blocked?
- ❓ Where are there particularly active and dynamic businesses?

Individual responses

- Everyone thinks about the score they would give and writes down the reasons **why** they would give it that score on Post-it notes (using a separate Post-it note for each reason)
- When everyone is ready, go around the group asking everyone to give their score and their reasons. Ask for clarification if necessary
- Using two flip-charts everyone sticks up their Post-it notes on chart one headed **STRENGTHS** and chart two **WEAKNESSES**

Clustering and discussion

- As a group, on each flip-chart in turn, cluster similar comments together into groups of Post-its.
- When the clusters are agreed upon, draw a circle around each one and give the cluster a summary heading.

As a group, discuss using these suggested questions:
- ❓ Which are the most important strengths and weaknesses of the local food web?
- ❓ Which parts of the food web work well and which work less well?
- ❓ Which businesses have the most impact on the local food web?
- ❓ What strengths/weaknesses have been left out? Add them if there are.

CONTINUE ▶

GO TO MATRIX

TASK 10: GROUP ANALYSIS WORKSHOP

WHAT YOU DO

Question 2: Factors

TIP:
Either write directly on the chart or on Post-it notes.

Focus on what you were told by interviewees – not your general beliefs.

Ask: From your experience…
… What are the main factors that are making the local food web work well or not well (or weak/strong or vulnerable/resilient)?
- As a group, address each of the clusters in turn, using a separate flip-chart for each if you want, asking the following questions:
- ❓ What makes parts of the food web work well?
- ❓ What makes parts of the food web work less well?
- ❓ What are the obstacles in the local food web?
- ❓ What are the greatest challenges faced by producers, retailers and consumers?

Confirm

Explain:
- So far the analysis has focused on what you remember from the survey work.
- The analysis now needs to be confirmed or verified by finding specific examples from the research that demonstrate the analysis you have done.
- Take out all the survey questionnaires and any other records from meetings, events or participatory activities.
- On Post-it notes, write down any comments that confirm the factors and issues that have been identified. Write down quotes exactly as they were given to you. Include business code numbers so that comments can be correctly attributed.
- Also, write down the names of businesses that represent any key features of the food web that your discussion has identified as important.
- **Identify any businesses with particularly interesting stories or those that were most interested in the local food web to use as illustrative case studies, or where more detailed information could be collected.**

Question 3: Impact

Explain:
- We have looked at what influences the local food web.
- Now we need to focus on the impact of the local food web.

Ask: From your experience…
… What are the most important impacts of the local food web on:
  - the local economy?
  - the local environment?
  - the local community?

Individual responses

- Everyone thinks about the three areas of impact and what they have learned from the mapping work.
- Write down comments on Post-it notes (using a separate Post-it note for each reason) and stick up on three separate flip-charts headed:
    ECONOMY
    ENVIRONMENT
    COMMUNITY

Clustering and discussion

- Cluster as for question 1
Suggested questions:
- ❓ Which are the most important impacts of the local food web?
- ❓ Are there both positive and negative impacts?
- ❓ Are there any missing?

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TASK 10: GROUP ANALYSIS WORKSHOP

WHAT YOU DO

Confirm

TIP:
Either write directly on the chart or on Post-it notes.

- Return to the survey questionnaires and any other records from meetings, events or participatory activities.
- On Post-it notes write down any comments that confirm the impacts that have been identified. Write down quotes exactly as they were given to you. Include business code numbers so that comments can be correctly attributed.
- Also write down the names of businesses that represent any key features of the food web that your discussion has identified as important.
- **Identify any businesses with particularly interesting stories or those that were most interested in the local food web to use as illustrative case studies, or where more detailed information could be collected**.

Conclusions

- If possible, summarise the outcomes of the workshop by identifying:
  - The key strengths of the local food web
  - The key weaknesses of the local food web
  - The main factors that influence the local food web
  - The most important impacts of the local food web on:
    - The local economy
    - The local environment
    - The local community
- Check that everyone agrees with these headlines and discuss any disagreements or differences of emphasis.

Next steps

Explain:
- The analysis shows what is now known about the local food web. It also can be used to identify what isn't yet known and would be useful to know – and what further information would be useful to gather.

Ask:
What's missing – what else do we need to know?
- If specific businesses have been identified as potential **case studies** the team should discuss whether or not more detailed information is required and if so who will carry out a further visit and interview.

The outcomes of the analysis can feed directly into reports of the local food web mapping process and displays of the key findings as described in THEME 6 **presenting**.

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STEP 6: DATA ANALYSIS

In each of the questionnaire surveys, the first page of information collected focuses on the business location, contact information and statistical information (e.g. about employment, turnover and customer numbers). This information has been collected as data in a way that makes it possible to collate and analyse it numerically using tables or spreadsheets.

AIM

To provide guidance on:

- **data entry – changing information recorded on questionnaires into information or data collected on computer spreadsheets or tables**

- **data interpretation – generating useful totals and combinations of data that present meaningful information about the food web**

- **data presentation – displaying the information using charts and diagrams**

WHEN

- **Either after completing all the survey activities (THEMES 2, 3 and 4) or after each separate survey. This will depend on the amount of information you have been collecting and how often your team wants to get together:**

  - **Smaller teams carrying out up to 30 interviews in total could analyse all survey information in one go after THEME 4.**

  - **Larger teams doing more interviews (over 30) may want to meet and analyse information after each survey is completed.**

WHO TO INVOLVE

- **Any members of the team or friends of team members who have experience or a particular interest in spreadsheet analysis.**

TASKS

TASK 11: SPREADSHEET ANALYSIS

TOOLS

TOOL 15: KNOWLEDGE MAP SPREADSHEET

TOOL 16: DATA COLLECTION SPREADSHEET

TOOL 17: CONSUMER DATA COLLECTION SPREADSHEET

These can be downloaded from the CPRE website at: **www.cpre.org.uk**. Follow the menu in the Resources section to Food and Farming then Local Foods..

TASK 11: SPREADSHEET ANALYSIS

This approach to analysis is based on the use of Microsoft Excel spreadsheets. The Toolkit includes a **Data collection spreadsheet template (TOOL 16)** that has been arranged and structured to facilitate data entry directly from completed questionnaire forms. The spreadsheet template can be used for all of the different surveys (retailers, caterers, producers and processors). **TOOL 17** is a separate spreadsheet for consumer data. Simply fill in the cells which are relevant to that survey and leave the others empty.

It is important to recognise that the guidance is offered as a suggestion of a straightforward and accessible method for data analysis using spreadsheets. If you are lucky enough to have team members with advanced computer skills and data analysis experience, this approach may appear simplistic. Both the questionnaire forms and the spreadsheet template could be adapted to allow much greater depth in the information collected and the analysis you carry out.

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WHAT YOU NEED

Skills

Data analysis and Excel spreadsheet experience would be very useful. However, the guidance is aimed at users with a basic level of computer skill and confidence.

Time

This depends on the amount of information that has been collected. The data entry could be ongoing throughout the mapping process gradually building a picture of the food web.

Materials

A computer that runs Microsoft Excel and all the completed questionnaire forms.

Other considerations

Don't forget – you could add data to the spreadsheets and begin analysing it throughout your mapping project – you don't have to wait until all the data has been collected to begin this process.

TIPS

If possible, identify someone in your team to take responsibility for managing data handling and analysis. Do this as early as possible in your project.

CONTINUE

GO TO MATRIX

TASK 11: SPREADSHEET ANALYSIS

WHAT YOU DO

Prepare materials
- Gather together all of the completed questionnaires to be analysed.
- You will be dealing with only the first page of the questionnaire, but don't separate this page from other pages that refer to the same interview. Keep them stapled together!

Data entry
- Open the **spreadsheet template**.
- The **spreadsheet** has two **sheets** that can be selected using the labelled tabs in the bottom left corner:
  - data collection
  - total

- Begin with the **Data Collection** sheet.
- From the completed questionnaire enter in **row three** starting in **column A**:
  - Code number
  - Business name
  - Contact person
  - Their role in the business
  - Address: **number** and **street name** **it is very important to provide a precise address** but only enter the street and property number in this cell

  - City or town or village name **Only enter one name in this cell**
  - Postcode **VERY IMPORTANT TO INCLUDE THIS**

  - Business phone number (land line)
  - Mobile phone number
  - Email contact
  - Website address

TIP:
Use this as a guide to what you could say to introduce the analysis.

Data entry continued
- Single click the next cell in column L and a small downward pointing arrow appears – click this and a list of options drops down.
- The 'Main category of business' is used to assign a particular colour flag to the business on the map you will produce using this data. If the business is a farm but also a farm shop, choose the main or most important category in terms of business turnover.
- Select the category by clicking it in the drop-down list. This will enter this choice into the cell.
- Continue along the row, column by column, selecting from each drop-down list or entering a number in the case of columns U, V and W (staff numbers).
- Repeat the process, completing a separate row for each completed questionnaire in the survey.
- Save the spreadsheet as a new document by adding the date to the title when you select 'save as'.

Note:
There is enough room for 50 businesses on the spreadsheet template. If you want to add more rows they must be added within the table, i.e. not added to the bottom. They will only correlate with the charts on the 'TOTALS' sheet if this is done.

Right click a number in the left-hand side within the existing table and select 'insert' from the menu.

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TASK 11: SPREADSHEET ANALYSIS

WHAT YOU DO

Data interpretation & presentation

- Once all the data has been entered, select the TOTAL sheet (bottom left corner).
- For each column of data, a table of **totals** and a **pie-chart diagram** has automatically been generated.
- The style of the chart can be changed according to your preferences.
- Click into the chart area and right click. Select from the options to change the chart type or font.
- Each chart can be copied from the worksheet and pasted into report documents, either with the table or on its own.

IMPORTANT
The data that has been collected about the annual turnover of businesses and the percentage due to local produce is particularly useful for reporting the economic impact of the local food web.
To evaluate the turnover due to local produce, you will need to take the mid-point of the turnover category chosen and multiply this by the mid-point of the percentage category chosen for each business and then add them all together.
For example: a producer with turnover of between £50,000 and £100,000 and a percentage marketed locally at 21-40% should be calculated as: £75,000 x 30%=£22,500.

Mapping

- The first step in producing a map from your data is now possible.
- The way in which the spreadsheet has been structured allows you to map the businesses using their postcode directly from the spreadsheet.
- Guidelines on how to do this are given in THEME 6 – **presenting** , TASK 13 – **generating maps**.
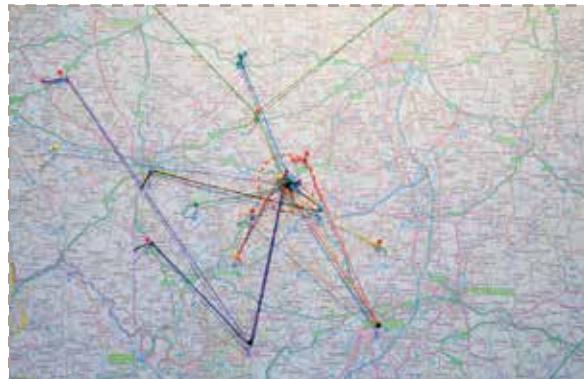
THEME 6: PRESENTING

- Discuss key findings and main messages
- Group plan how to present findings
- Generate maps from the data
- Group plan the report/display
- Produce the report/display
- Disseminate to relevant people

THEME 6: PRESENTING

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PRESENTING. THE LEDBURY MAPPING TEAM'S ACTION PLANNING EVENT.

THEME 6: PRESENTING

CONTEXT

- **Having analysed and made sense of the information that has been collected, you are now in a position to present your findings in the form of an image or description of your local food web.**

- **The way in which you present your work depends on:**
  - The purpose of your food web mapping project
  - Your audience – who you want to know about what you've done and what you've learnt
  - Your skills and capacity

- **This step of the core mapping process provides guidance on presenting the work in the form of a report or display.**

- **The work you have been engaged with has been referred to as a mapping process. Any presentation of this work and its findings will be greatly enhanced through the use of maps to illustrate the local food web and the information that has been gathered.**

PURPOSE

To provide guidance on how to present the local food web mapping process and its findings in the form of a report and a display, and illustrated by the use of maps and charts generated from your data.

STEPS

STEP 7: REPORT WORKSHOP

A participatory planning activity to develop a report/display of your findings.

STEP 8: MAKING MAPS

Representing your findings as maps.

STEP 7: REPORT WORKSHOP

Your core mapping process is nearing completion. It is important to recognise that the project planning, survey work and information analysis has been achieved through the combined effort of your mapping team – volunteers who have given time and energy to your project. The report workshop acknowledges the importance of this effort by involving all interested team members in the planning and production of the Local Food Web Map Report. This will also reinforce the sense of ownership of the project, the information collected and the understanding of the food web that has been developed.

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AIM

- **To organise and manage the production of the Local Food Web Mapping Report.**
- **To determine:**
  - the report's style and design
  - who the report is for
  - the content of the report
  - roles and responsibilities for writing and preparing the report
- **To encourage a combined effort where all team members who wish to contribute to the report can be involved.**

WHEN

- **Following completion of all information collection and analysis.**

WHO TO INVOLVE

- **All members of your mapping team who were involved in the mapping process and who wish to contribute to producing the report.**

TASKS

TASK 12: REPORT WORKSHOP PLAN

TOOLS

TOOL 18: REPORT TEMPLATE

TASK 12: REPORT WORKSHOP PLAN

This is a suggested workshop plan that you could use to plan and organise the report or display of your local food web mapping project.

WHAT YOU NEED

Skills

One member of the group will need to 'chair' or lead the session. This could involve:

- **describing the meeting plan**
- **making sure everyone is able to contribute**

Time

One session of two or three hours depending on the scope and level of detail of your project and the amount of information that has been collected.

Materials

All of the outcomes of the analysis of the information – in particular the key findings and headlines from **TASKS 10 AND 11.**

All completed questionnaires, charts and any other interview notes from the survey(s) that have been analysed.

Flip-chart paper, masking tape/Blu-Tack, felt pens and Post-it notes.

Other considerations

You will need a room/space where all participants can sit comfortably and either a wall for sticking up flip-chart paper or a table/floor space large enough to lay sheets out.

CONTINUE

GO TO MATRIX

TASK 12: REPORT WORKSHOP PLAN

WHAT YOU DO

Plan the meeting	Contact (phone/email) members of the mapping team and explain:
	• the need to plan and organise preparation of the project report
	• the importance of involving everyone who carried out interviews (or was involved in workshops and participatory activities)
	• where it will be (a meeting room or group member's house)
	• when it will happen (weekday, early evening between 6 and 9 pm)
	• who will be invited (all involved in collecting information)
	• how long you expect it to take (two to three hours).
	
	Preparation by participants before the workshop:
	
	• report planning will be based on addressing four questions.
	• before the workshop, consider how you would answer the following:
	  - Who is the report for? – likely recipients
	  - What should it look like? – format, design, style
	  - What should it include? – content
	  - Who should do what? – roles – what could you do?

Meeting Welcome	Welcome participants and explain the purpose of the meeting (as above) and describe how the meeting will be run • Everyone's input encouraged and valued • If not completed in one meeting, agreement to plan another

Introduction

TIP:
Use this as a guide to what you could say to introduce the workshop.

Explain:
• Workshop recognises the combined effort of the mapping team.
• It acknowledges the importance of this effort by involving all interested team members in the planning and production of the Local Food Web Map Report.
• This will also reinforce the collective sense of ownership of the project.
• Planning based on addressing the four preparatory questions (see above).

NOTE:
The questions could be addressed in different ways, depending upon the size of your group and the ease with which all participants can express their opinions.

Either:
  - Informally discuss the questions as a group and record any decisions or comments
Or:
  - Discuss questions in pairs and feed back to the group then record decisions or comments
Or:
  - Individually respond to the questions by recording comments on Post-its (each comment on a separate Post-it), sticking them on a flip-chart, as a group clustering Post-its into common themes, identifying patterns or gaps in the clusters or ordering the Post-its into priorities or sequences

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TASK 12: REPORT WORKSHOP PLAN

WHAT YOU DO

Question 1: Recipients

The style and character of the report or display should be determined by who the team expects to receive, read and respond to the report.

Who do you think the report is for?

- ❓ Who do you think should receive the report?
- ❓ Who are the people you would like to be influenced by the report?
- ❓ If you are producing a display of the project, consider what sort of events it may be used at and who is likely to see it.

A useful tool for answering this question is:
- write the question in the middle of a flip-chart
- write the responses around it and connected to it by lines creating a 'spider chart'

Question 2: Style/format

What do you think the report/display should look like?

- ❓ Should there be different styles for different audiences or recipients?
- ❓ Should there be different versions: e.g. brief, detailed, formal, informal?
- ❓ Is an electronic version enough or should there be: e.g. a hard-copy version, a display, a PowerPoint presentation, a website version?
- ❓ Should the report/display: be illustrated, colour/black and white?
- ❓ Should the display be in colour, how many sheets and what size, laminated etc

Question 3: Content

What do you think the report/display should include?

- ❓ What different sections should you include in the report?
- ❓ What are the key headlines and main findings of the mapping process?
- ❓ Are there any particular businesses that could be used as case studies?
- ❓ What illustrations do you think should be included in the report – this could include **charts and maps** generated from the data spreadsheets, **photographs** of the survey team in action, **photographs and/or drawings** of the subject of your survey (the village/town/city).
- ❓ How much detail should be in your display and what should you include?

It is important to refer to the outcome of any analysis of the information that has been collected as a basis for this discussion. Use outcomes from TASK 10 – **group analysis workshop** and TASK 11 – **spreadsheet analysis**.

A useful approach to planning the report's content:
- write suggestions for different sections of the report on the same coloured Post-its
- stick them on a flip-chart
- discuss their order and re-position them in a sequence
- add detailed comments on what each section should include on different coloured Post-its and stick them next to the relevant section

Refer to TOOL 18 – **report template**, a suggested report structure based on reports produced by the Campaign to Protect Rural England as part of their earlier local food web mapping work.

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TASK 12: REPORT WORKSHOP PLAN

WHAT YOU DO

Question 4: Roles	**Who should do what?** ❓ Who would like to work on which part of the report? ❓ What could you do to help prepare the report? • On the sequenced Post-its on the flip-chart use a third coloured Post-it to record the names of volunteers for working on each section • If possible, identify pairs or small teams for each section
Conclusion and next steps	• Summarise the outcomes of the workshop by identifying: - The key decisions that have been made - The key actions that should take place - Key roles and responsibilities for report preparation • Check that everyone agrees with these headlines and discuss any disagreements or differences of emphasis. • Discuss a **time-frame** for completion of a first draft of the report and for the completed final version.

TOOL 18: REPORT TEMPLATE

THEME STEP TASK **TOOL**

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● THEME
● STEP
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● **TOOL**

This template is based on the structure and content of reports prepared by the Campaign to Protect Rural England from each of its earlier mapping project locations. It should be acknowledged that the CPRE reports were based on food web mapping projects carried out using a combination of paid co-ordinators and volunteer mappers, and the reports themselves were published by CPRE as the culmination of these projects. Their style, scope and content reflects resourcing that most voluntary food web mapping groups are unlikely to be able to match. However, their structure and content provides an excellent template for what could be included in your report. The CPRE reports are available from the CPRE website by following the menu in the Resources section to Food and Farming then Local Foods.

Don't forget - this is your project and the report should reflect this. The template provides suggestions and offers examples of what you **could** include. What you ultimately decide to include depends on your capacity, your audience and the specific focus of your project, if there is one. Also remember that the use of **charts, maps, photographs** and specific examples or **case studies** could really help to bring your report to life.

COVER

- **Title of the report**
- **Name of the project**
- **An appropriate image**

INTRODUCTION

- **Use your own project description and definitions in the Toolkit introduction**
- **Definition of the local food web**
- **Why it's important**
- **Why it's particularly important to your location**
- **What the report is trying to achieve**

ACKNOWLEDGEMENTS

- **Thanks to: those who have contributed to the mapping project:**
- **volunteers and participating businesses and individuals**
- **others who have helped to make the project possible through their support**

CONTENTS

CONTINUE ➡

GO TO MATRIX

TOOL 18: REPORT TEMPLATE

SUMMARY

- Key findings
- Key actions
- Who needs to do what
- What needs to happen next

INFORMATION ABOUT THE AREA

- History, culture, geography/land use, economy, population, local government
- Use information from your local authority, library and internet resources

KEY FINDINGS

- This could be presented in one section or split into separate headings as suggested below.
- Use findings from your spreadsheet analysis and headlines from your analysis and report planning workshops

LOCAL FOOD AND THE LOCAL COMMUNITY

- Findings on the benefits of the local food web to the community
- The importance of 'local'
- Connecting shoppers and producers
- Shops doing more than just selling food
- Challenges and barriers
- Case studies

LOCAL FOOD AND THE LOCAL ECONOMY

- Findings on the benefits of the local food web to the local economy
- Local food supports local jobs
- Transport costs
- Challenges and barriers
- Case studies

LOCAL FOOD AND THE LOCAL ENVIRONMENT

- Findings on the benefits of the local food web to the local environment
- Impact on reducing transport and transport pollution
- Supporting local character
- Land management
- Challenges and barriers
- Case studies

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TOOL 18: REPORT TEMPLATE

WHAT IS SUPPLIED WHERE?

- A basic directory of local produce, where it comes from and where it is sold
- A list of local products typically supplied
- Map or maps of your local food web
- Pie charts illustrating the data that has been collected and analysed

RECOMMENDATIONS TO STRENGTHEN THE LOCAL FOOD WEB

- Who needs to do what
- Businesses, community, local authority

CONCLUSIONS

APPENDIX

- Overview of the project
- How it was carried out
- Who was involved

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STEP 8: MAKING MAPS

The culmination of your food web mapping project will be a report or display of your project and its findings. This will be greatly enhanced by illustrations that may include photographs of participating businesses and volunteers, charts displaying the data collected and – perhaps most importantly – a map or maps of your local food web generated from the data. The mapping process began with a knowledge map – this final map is the new, revised and fleshed-out version of your knowledge map, presenting what you now know about your local food web.

The data collection and analysis described in **THEME 5** has been managed using carefully structured spreadsheets. These can not only be used to generate descriptive charts presenting the information, but also to generate highly informative and versatile **digital maps**.

AIM

- **To explain how to generate maps from your data**
- **To offer suggestions on how to organise the maps to tell the story you want to as clearly as possible**
- **To provide a useful illustrative resource for your report or display**

WHEN

- **The digital maps can be generated at each stage in the analysis of your data**
- **They can either provide a continually renewing version of your food web throughout the process or a final picture of the food web once all the analysis has been completed**

WHO TO INVOLVE

- **It would be useful to include any team members with a particular skill or experience in data management and analysis or even digital mapping**

TASKS

TASK 13: GENERATING MAPS

TASK 13: GENERATING MAPS

The data you have gathered has been collected for analysis on Excel spreadsheets. The format and structure of these spreadsheets is compatible with a freely available spreadsheet mapping web application called **Batchgeo**. This makes it incredibly easy to generate maps directly from your completed spreadsheets. Other options are available (for example, Mapalist.com), but they are more complicated, costly and often less easy to use.

IMPORTANT: The software needs a postcode to locate the business – without this it won't work.

Maps may also be created manually by entering the data from each business one by one, directly from the completed questionnaires or from your spreadsheets. This will allow you to control the content and style of your map but is extremely time-consuming and requires more than basic computer skills.

Note:

It is important to recognise that software applications are continually being developed and updated. It is highly likely that an application such as Batchgeo will be improved or even superseded, particularly if it is popular and well-used. It is suggested that Toolkit users should search online for more up-to-date software by entering 'geocoding spreadsheets' or 'mapping spreadsheets' into your search engine.

A word of warning - in many applications you may need to adjust the layout of your spreadsheet to conform to the application's requirements and this can be complicated. Batchgeo overcomes this issue very simply as described in the guidelines below in the 'validate your data' section and this is why it is included in this toolkit.

WHAT YOU NEED

Skills

The application is simple and easy to use – accessible even to those with basic computer skills. Knowledge of the data that has been collected would be useful and therefore it would be sensible to involve any team members who have helped with the data entry and analysis activities.

Time

If the spreadsheets have been properly filled, in the mapping takes a matter of a few minutes to complete.

Materials

A computer, your Excel spreadsheets and broadband internet access.

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GO TO MATRIX

TASK 13: GENERATING MAPS

WHAT YOU DO

Check your spreadsheet	• Ensure that the information required to create a geographical reference for each business on your spreadsheet is correctly entered:
	  - Column E must contain the property's **name** or **number**, and **street name**
	  - Column F must contain **either** the village or town or city name but no more than one of these
	  - Column G must contain a **valid and complete postcode. THIS IS VITALLY IMPORTANT**

Open the web application	• Use your web browser to search for **Batchgeo** and open the web page • or follow this link: http://batchgeo.com/

Select your data	• On your spreadsheet select the data that you want to map:
	  - Left click and hold your cursor in cell A1 (the top left cell of the spreadsheet)
	  - Hold the click (keep your finger pressed down) and drag the cursor until all of the spreadsheet information is selected **IMPORTANT: include row 1 containing the column headings**
	  - Release the left click (lift your finger) and then right click the selected data
	  - Choose **copy** from the menu options that appear

Import your data	• On the **Batchgeo** web page, import your data to the Batchgeo spreadsheet:
	  - On the homepage, move your cursor over the table containing example data
	  - the message: 'click and then paste from spreadsheet' will appear in green
	  - left click on the table and the example data will be selected in blue
	  - right click and choose **paste** and your data will replace the example data

Validate your data	• Click on the box: **Validate** and select options as follows:
	  - Region: **United Kingdom**
	  - Location/address: **Address**
	  - City/county: **City/town/village**
	  - State/province/postal code: **Postcode**
	  - Zip/postal code/country: **none**

Creating your map	**OPTION A**
	Main category of business
	• The basic map you could generate will show all of the businesses surveyed and use different coloured flags to distinguish whether they are retailers, caterers, producers or processors. Continue to validate and select options as follows:
	  - Group by/thematic value: **'A.Main category of business'** (column L on your spreadsheet)
	  - Select 'Show Advanced Options'
	  - Title: **Business name**
	  - Marker description: **All columns**
	  - URL: **use Google Maps**
	  - Email: **Email**
	  - Then select: **Make Google Map**
	Your map can be shown as a road **map**, **satellite** image map or **terrain** map and you can zoom in and out as you wish.

CONTINUE ➡

GO TO MATRIX

TASK 13: GENERATING MAPS

WHAT YOU DO

Creating your map continued

- Once you have generated your map, you should save it by clicking the 'save & continue' button.
- Complete the table and select the 'unlisted' option to protect your data from other users of the Batchgeo website and then click 'save'.
- You will be sent a URL of your finished map and the accompanying list of data (a directory of the complete list of businesses that you have mapped) that can be shared with other members of your team and included on web pages.

OPTION B
Separate maps for each category of business
Retailers

- You could also produce a map showing only retailers (or only caterers, producers, processors) and using different coloured flags to distinguish between the different types of retail businesses (column N on the spreadsheet). Note – Batchgeo only allows you to map up to 6 different categories.
- To do this you will first need to sort your data into the different categories of businesses and select only the required category for your map.
  - Make a copy of your data spreadsheet and give it a new name (e.g. 'data sorted')
  - Select the data in the 'Main category of business' column by left-clicking and holding the cursor in cell L2
  - Hold the click and drag the cursor until all of the data in column L is selected. This time **do not include row 1** containing the column heading.
  - On the Excel toolbar select the 'data' tab and from the data toolbar select the 'sort' dialogue box (in some versions of Excel simply click the sort A-Z button).

Creating your map continued

  - In the box you will be asked: 'what do you want to do?' select 'expand the selection' (or 'extend selection') and then click 'sort ...' (Note: if there are merged cells in your spreadsheet you will have to 'unmerge' them for this operation to work).
- This will sort your data into separate blocks of retailers, caterers, processors and producers.
- Cut and insert the row of headings row 1 above each of the sorted categories of businesses so that this can be imported with each separate set of data into Batchgeo.
- You can now select just the **retailer** data (and the column headings) separately when you import your data to the Batchgeo data spreadsheet box (see 'select your data' and 'import your data' above).
- Complete the process by validating the data as above:
  - Region: **United Kingdom**
  - Location/address: **Address**
  - City/county: **City/town/village**
  - State/province/postal code: **Postcode**
  - Zip/postal code/country: **none**
  - Group by/thematic value: **Type of retailer** (column N of your spreadsheet)
  - Select 'Show Advanced Options'
  - Title: **Business name**
  - Marker description: **All columns**
  - URL: **use Google Maps**
  - Email: **Email**
  - Then select: **Make Google Map**
- For separate maps of **caterers, producers** and **processors** or combinations of categories, simply select the category or categories you require for each separate map and repeat the above steps.
- Save your map as before.

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GO TO MATRIX

TASK 13: GENERATING MAPS

WHAT YOU DO

Using your maps

- To insert the **list of businesses** into a document (e.g. your report) you will need to use the 'select all' function (from your edit options), copy and paste into your document and then delete any unwanted content (the map will not be pasted in full).
- To insert the **map** into a document the process is more complicated. Batchgeo doesn't allow you to save the map as a JPEG or PDF unless you pay a monthly subscription. To avoid paying this:

  - On your computer screen prepare the map image you want to copy or print (e.g. zoom in or out, ensure the flags are all shown, choose map, satellite or terrain map etc.)
  - Click the F11 key on your keyboard (top row of keys) to display the map in full screen mode
  - Click the key labelled 'print screen' to capture the map image
  - Click F11 again to exit full screen mode
  - Open your preferred graphics application (e.g. Paint, Adobe Photoshop etc.) and paste your captured image into the application
  - You can now crop the image, save it as a JPEG or PDF, copy it into a document and print it out as required
  - Alternatively, pay the subscription fee for one month only and use the additional functions available on Batchgeo pro!

NOTE:

Batchgeo software is free to use but this means that its features are limited. The 'Batchgeo pro' version overcomes many of these limitations but users need to trade off this benefit against the cost of subscribing to the software.

The main issues you need to be wary of are:
- You will not be able to save your map as a PDF or JPEG file
- You can only map six different categories (flag colours) on each map
- You can't change the style or colour of your flags
- If you have more than 26 data rows in the spreadsheet you are mapping, they will not be assigned an identifying letter label (up to 26 businesses can be given a letter A to Z)
- **IMPORTANT: You need to open the url at least every 30 days to keep it alive!**

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MAPPING LOCAL FOOD WEBS MATRIX

CPRE — Campaign to Protect Rural England — Standing up for your countryside

CORE MAPPING	MORE MAPPING			
	THEMES	STEPS	TASKS	TOOLS
1: PLANNING	7: MORE PLANNING	9. MORE MAPPING MEETING	14. More mapping meeting plan 15. Evaluation 'H'	19. More mapping options checklist
2: RETAILERS	8: MORE ON RETAILERS	10. MORE RETAILER MAPPING	16. More retailer questions	20. Case study interview checklist 21. Suggested questions for retailers
3: PRODUCERS	9: MORE ON PRODUCERS	11. MORE PRODUCER MAPPING	17. More producer questions	22. Suggested questions for producers
4: CONSUMERS	10: MORE ON CONSUMERS	12. MORE CONSUMER MAPPING	18. Verification charts	23. Bubble chart template
5: ANALYSIS				
6: PRESENTING				

MAPPING FOR…

- community food campaigns
- a supermarket threat
- local food procurement
- local food strategies

ADDITIONAL RESOURCES

TASK 19: CAMPAIGN LAUNCH EVENT
TASK 20: ACTION PLANNING EVENT

TOOL 24: PROCUREMENT QUESTIONNAIRE
TOOL 25: PROCUREMENT DATA COLLECTION SPREADSHEET

GO TO CORE MAPPING MATRIX

MORE MAPPING

WHAT IT IS

- Additional mapping THEMES to help you extend and delve deeper into your local food web.

- Suggestions on how you could map a wider area, broaden your focus or investigate a specific issue or aspect of the food web that has arisen during the core mapping.

- The four additional STEPS will help you to reorganise your group, gather and analyse additional information and present an extended, enlarged or more detailed picture of your local food web.

- Note that you may decide to follow a more mapping process from the very beginning if you already have a clear idea of what you want to achieve and what your mapping team is capable of.

- However, it is suggested that you begin with a limited core mapping process, see how it goes, assess how your team copes and move on to more mapping when you have identified what else you need to map.

WHY DO IT

- To dig deeper and/or wider into the food web and the different people and businesses involved.

- Understand more about how it works and the impact it has on the local environment, community and economy.

- Gather specific information on particular parts of the food web.

- Build on what you already know.

- Use the skills your team has developed.

- Identify how the food web can be supported, strengthened and developed.

WHO IT'S FOR

- Groups that want to know more about the food web and have the capacity and energy to extend or continue the mapping process.

- Groups who have either completed the core mapping process or already know that they need to dig deeper or explore further afield.

WHAT IT INVOLVES

- A sequence of four further THEMES comprising suggested STEPS that will help you to complete the THEME, the TASKS you will need to carry out the STEPS and the TOOLS you will need to print out and use.

THEME 7: MORE PLANNING

CONTEXT

Your team has worked through THEMES 1 to 6 of the core mapping process and is considering whether or not to extend the project. You and your team should now have a better understanding of what the mapping process entails and the demands it makes on you in terms of time and energy. You should also have developed an understanding of your local food web, many of the businesses that are involved and the impact they have.

This THEME provides guidance on what you should consider when making the decision about doing more mapping. It makes suggestions on how to build upon what you know about yourselves as a team and about your local food web.

This THEME aims to help you:

• **evaluate whether or not you are willing and able to take on additional mapping work – and asking yourselves 'is your team suffering from burn-out'?**

• **determine if there is more that you would like to know and understand about the local food web and how to plan more mapping.**

NOTE

You may have already realised, before undertaking a core mapping process, that you want to map your food web in more detail or with a wider scope.

For such groups this THEME will provide guidance

on what you could include and what to be wary of. It is suggested that you use TASK 1: MEETING PLAN and incorporate the options checklist given in TOOL 19.

PURPOSE

• **evaluate the mapping process so far**

• **assess the energy of the team and ensure that you have the capacity to continue or extend the project**

• **explore options for extending the food web mapping**

• **decide on the new scope of your mapping**

• **plan the activities that will be undertaken**

• **organise the group who will be carrying out the work**

STEPS

STEP 9: MORE MAPPING MEETING

MORE ON...

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STEP 9: MORE MAPPING MEETING

A meeting to discuss and consider different options for continuing and extending your local food web mapping project.

AIM

Evaluating the mapping process

- **Evaluating the core mapping experience**
- **Acknowledging positive and negative factors and issues**
- **Identifying what steps need to be taken to address the factors (positive and negative)**
- **Identifying what are the lessons that have been learned about the mapping process**

Exploring options for more mapping

- **Discussing the purpose of carrying out more mapping**
- **Deciding if the scope of the mapping can be extended**
- **Identify what gaps exist in the understanding of the food web and any particularly interesting new areas of investigation**
- **Verifying or confirming the key findings of the core mapping**
- **Assessing the capacity and interest of the team**
- **Identify who else could be involved in the mapping project**

WHEN

- **Recommended after completion of the core mapping project**
- **Could also be undertaken following the core planning meeting if the team is already interested in a broader scope or more detailed focus for the mapping project.**

WHO TO INVOLVE

- **The key members of the core mapping team – in particular the steering group (if there is one) and those involved in the analysis and report writing as they are more likely to have a good overview of the mapping and its key findings**
- **Try to keep the meeting to eight to ten participants if possible**

TASKS

TASK 14: MORE MAPPING MEETING PLAN

TASK 15: EVALUATION 'H'

TOOLS

TOOL 19: MORE MAPPING OPTIONS

TASK 14: MORE MAPPING MEETING PLAN

This is a suggested meeting plan to help you and your team work out whether or not to continue and extend your mapping project, and what to include. Before undertaking any further mapping work, you should take stock of what has been achieved so far, how members of the mapping team are feeling and determine what the purpose of any more mapping would be.

This **TASK** offers suggestions for a meeting plan you could use. Depending on your group you may not need to stick to an agenda and follow a sequence of steps as suggested here – instead, use the plan as a basis for discussion and record what you think is important to your group for your needs.

WHAT YOU NEED

Skills

One member of the group will need to 'chair' or lead the session. This could involve:

- **presenting and keeping to the agenda**
- **making sure everyone is able to contribute**
- **presenting any information that is required**

It may also be useful for another member of the group to record key points during the meeting.

Time

Initially aim for a meeting lasting two or two and a half hours.

Be prepared to hold a second meeting if necessary – the initial discussions may need more time.

Materials

If using a participatory tool you will need flip-chart paper, masking tape/Blu-Tack, felt pens and Post-it notes.

Other considerations

You will need a room/space where all participants can sit comfortably (and possibly either a wall for sticking up flip-chart paper or a table large enough to lay one out).

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TASK 14: MORE MAPPING MEETING PLAN

WHAT YOU DO

Introduction	Introduce the purpose of the meeting, explain and discuss the local food web mapping project so far, using the report and/or any display materials that you have produced.
Evaluation	**Evaluating the core mapping process** The evaluation is focused on the mapping process and the experiences of the team in carrying out the core mapping project. Evaluation is based on a series of questions aimed at encouraging the team to evaluate their experience and look at ways of addressing issues that arise.

OPTIONS:
A participatory exercise – Evaluation 'H'
A way to ask the questions that allows all team members to contribute their opinions in an open, inclusive and non-judgemental way. In particular, this offers the opportunity for quieter members of the team to have their say.
See **TASK 15:** Evaluation 'H'

An informal guided discussion
Asking the questions in an open discussion where the chair or organiser of the meeting needs to ensure that all team members are able to put forward their opinions and that the discussion is not dominated by more confident voices.

SUGGESTED QUESTIONS:
Your experience
- ❓ How was the mapping for you?
- ❓ Did you enjoy the project or not? Why?
- ❓ What was good about the project and what was less good? Why?

- ❓ Are there ways in which the project could have been done differently that would have overcome these issues?

Lessons learned
- ❓ Knowing what you now know, would you still have got involved in the mapping project?
- ❓ Would you do it again?
- ❓ If someone came to you for advice on mapping their local food web, what would you tell them?
- ❓ If you were going to do it again, what would you do differently?
- ❓ If you are going to carry out more mapping, what does the team need to consider and take on board from what you have learned so far?

Planning	**Re-cap** Briefly present the main findings and outcomes of the core mapping. This will be a useful way to focus everyone's attention on where the project is and what it has achieved up until now. It also provides the best basis for discussing what happens next. One way to do this might be to ask each team member in turn to say their highlights of the mapping project so far. **Planning the more mapping process** The planning involves a second series of questions (**TOOL 19**) focused on the content of the mapping. It bases any additional mapping on the findings and outcomes of the core mapping that has been completed. It will also take into consideration the discussion on the team's experiences described above.

MORE ON...

PLANNING

- ● THEME
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TASK 14: MORE MAPPING MEETING PLAN

WHAT YOU DO

Planning continued	**OPTIONS:**
	Mind Maps
	The questions are presented separately on flipcharts and answered by each person individually on Post-it notes before opening up the discussion. This allows everyone to have an equal say and to have all opinions aired.
	See **TASK 2:** Mind maps
	An informal guided discussion
	The questions could be the basis for informal discussion with responses recorded by the leader of the meeting.
	SUGGESTED QUESTIONS:
	Motivation
	❓ As a group, do we agree or disagree that we want to do more local food web mapping?
	If there is any disagreement the group needs to understand the factors involved, attempt to address them and, if this is not possible, decide if the factors are enough to stop the more mapping continuing.
	Purpose
	❓ What is the purpose of more mapping?
	❓ What do we hope to achieve and why?
	Scope, detail and capacity
	The checklist of suggested questions is given in **TOOL 19.**

Conclusions and next steps

Summarise what has been achieved.
- The team should have a clear understanding of what more mapping could include and whether or not they have the interest and capacity to undertake the work
- An additional meeting may be required to plan who does what and where to begin the more mapping process.

MORE ON...

PLANNING

- 🟠 THEME
- 🟢 STEP
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TASK 15: EVALUATION 'H'

Informal discussions may be dominated by more confident voices and some individuals may contribute less as a result. Depending on your group and how it works together, you may want to use a **participatory activity** to encourage and support individuals to express their opinions more easily. The **Evaluation 'H'** is a very versatile and effective participatory tool that can be used in many different situations (see **TASK 8**). It will require some facilitation from whoever is leading the session - the following guidance explains how this can be done.

WHAT YOU NEED

Skills

One member of the group will need to facilitate the session. They should read through the tool and ensure that they understand the sequence of questions and prompts they could use.

Time

Allow at least 45 minutes, but the tool can take as long as you want it to depending on the amount of discussion it stimulates and how useful you think this is. This is a key aim of the tool – to get people thinking, listening and talking together. If it's going well, let it continue.

Materials

Flip-chart paper, masking tape/Blu-Tack, felt pens and Post-it notes.

Other considerations

You will need a room/space where all participants can sit comfortably and either a wall for sticking up flipchart paper or a table large enough to lay one out.

CONTINUE ➡

GO TO MATRIX
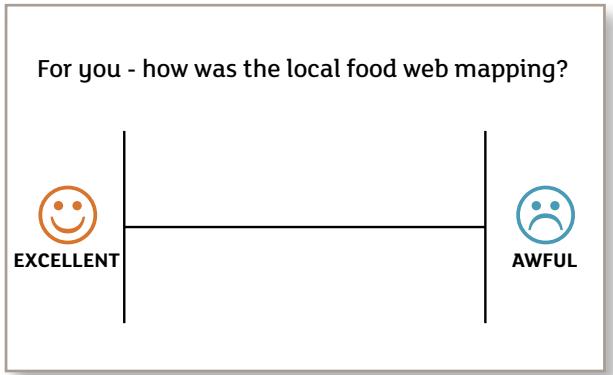
TASK 15: EVALUATION 'H'

WHAT YOU DO

Preparation

Draw up the chart as shown below:
- For smaller groups, use a single piece of flip-chart paper turned on its side (landscape orientation)
- For larger groups, stick two pieces of flip-chart together (portrait orientation) using masking tape (and turn the chart over so that the tape is on the back).
- Draw a large 'H' shape in the middle of the piece of paper (as shown below).
- Draw a red smiley face (about 5cm diameter) half way down the 'H' on the left side and a blue grumpy face the same size about half way down on the right.
- Under the smiley face write EXCELLENT and under the grumpy write AWFUL

For you - how was the local food web mapping?

EXCELLENT   AWFUL

Evaluation

Ask the opening question:

FOR YOU - HOW WAS THE LOCAL FOOD WEB MAPPING?
Prompt: how was your experience - your personal feelings about your involvement and how it went?
- Ask them to think about how they would answer the question
- Then ask:

WHERE WOULD YOU PUT YOUR CROSS ON THE LINE BETWEEN EXCELLENT AND AWFUL
Prompt: represent your feelings about the mapping by the position of your cross on the line.

- Hand everyone a pen and ask them to mark their cross on the line.
- Then ask WHY they've put their cross there.
- Ask them to write their reasons on a Post-it or directly on the chart and link it to their cross with a line.

This will allow all the team members to consider how they personally feel about the project and why. You could use this as the start of a discussion by asking if anyone wants to share what they've written:

- Ask:
Do you agree or disagree with what has been said and why.

MORE ON...

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TASK 15: EVALUATION 'H'

WHAT YOU DO

Factors

The responses and discussion will identify factors that have made the project a positive or negative experience.

- Ask:

WHAT DO YOU THINK ARE THE FACTORS THAT INFLUENCE THE WAY YOU FEEL ABOUT THE MAPPING?

- Ask everyone to individually write what they see as the separate positive and negative factors on separate Post-its and stick them to the left side or right side of the 'H respectively'. (If there are a lot of comments use extra pieces of flip-chart at each end of the H).
- Cluster comments: ask the group to read each other's comments, cluster similar comments. together and give each cluster a summary heading.
- As a group discuss the factors:

Does the group agree or disagree with what has been identified?
Which are the most important/influential factors – and why?

Actions

Once the discussion is complete, get the group to focus on how the factors could be addressed.

- Ask:

HOW COULD THE FACTORS BE ADDRESSED?
Prompt: What could be done to build upon/strengthen the positive factors and overcome/deal with the negative factors

- Take the most important factors first and ask everyone to write on separate Post-its the actions that could be taken to address each factor.

- Stick the action Post-its along the bottom of the chart below the 'H', ensuring that if the actions are addressing a specific factor, this connection is made clear.
- **Cluster** actions: read each other's comments, cluster similar actions together and give each cluster a summary heading.
- As a group, discuss the actions:

Does the group agree or disagree with the actions that have been identified?
Which are the most important/highest priority actions – and why?

Lessons learned

Following the Evaluation 'H' complete the evaluation of the core mapping project by discussing the following questions:

- Knowing what you now know, would you still have got involved in the mapping project? Would you do it again?
- If you were going to do it again, what would you do differently?
- If someone came to you for advice on mapping their local food web, what would you tell them?
- If you are going to carry out more mapping, what does the team need to consider and take on board from what you have learned so far?

Conclusions and next steps

Summarise what has been achieved.

- The evaluation 'H' should have helped you to evaluate the mapping process, identified factors that have influenced your experience and identified actions that could be taken to deal with any additional mapping work that the team could undertake.
- The team could now focus on planning more mapping (see the second section of **TASK 14: More mapping planning meeting**

MORE ON...

PLANNING

- THEME
- STEP
- TASK
- TOOL

RETAILERS

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GO TO MATRIX

TOOL 19: MORE MAPPING OPTIONS CHECKLIST

A checklist of questions that could be used to help decide how to continue your local food web mapping project.

Note: It may not be necessary to consider all of the suggested questions – use the ones that are most relevant to your team.

EXTENDING THE SCOPE OF THE MAPPING:

- **How could we extend the scope of our local food web map?**

- **Should the map cover a wider area?**

  Should it be a regional map?

  Should we extend the map to cover businesses within another existing geographical boundary e.g. a National Park boundary, county boundary etc.

- Should we extend our definition of 'local' when mapping producers?

- Should the map be extended to include the local food webs around other retail centres within the town or city you have mapped so far?

- Should the map be extended to include the local food webs *around* other smaller villages and towns (satellites) around the town or city you have mapped and within your 'local' supply radius?

- If we haven't done so already, should we now include **Caterers** (restaurants, cafés, pubs, take-aways etc.) in our mapping (see **TOOL 4**)?

MAPPING FOR SPECIFIC PURPOSES:

- **How could we apply our mapping skills to a specific purpose or campaign?**

- From our mapping so far, do we now have a clear idea of a particular aspect of the food web or a particular activity that we now feel ready to tackle:

- Is there a specific campaign or mapping application that we should focus our mapping on?

- **Mapping for...**

  – Mobilising a community local food campaign

  – Supporting a local food retail outlet or farmers' market

  – A campaign for increased local food procurement in local institutions

  – A campaign against a supermarket planning application

  – A project to develop a local food strategy

  – A project to develop a local food distribution system

MORE ON...

PLANNING

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TOOL 19: MORE MAPPING OPTIONS CHECKLIST

ADDING GREATER DETAIL TO THE MAP:

- **How could we add greater detail to the mapping we have completed?**

- What additional information should we gather?

- Has core mapping identified particular issues that we should find out more about?

- Before digging deeper, is it important to verify or confirm what we have identified as the key findings of the core mapping?

- Should we try to develop informative and illustrative case studies of particular businesses or components of the food web (e.g. specific supply chains)?

- Which businesses would provide valuable illustrative case studies?

- Which businesses were the most interested in the food web mapping project and the benefits it could bring? Answers to these questions feed in to the planning of case study interviews – see TASK 16 and TASK 17.

- Should we focus on particular businesses and ask more detailed questions about aspects of the local food web, including:

  – Environmental impact and green initiatives (e.g. green transport approaches, organic production etc.)

  – Economic impact and relationships with other businesses

  – Social and cultural impact

- Should we re-map all businesses with additional questions about specific issues that have been highlighted (e.g. the impact of new retail business on employment or turnover)?

INCREASING THE TEAM'S CAPACITY:

- **Does the team have the necessary time, energy, personnel and resources to carry out more mapping?**

- How can we re-define our roles and responsibilities to make the best use of the people currently involved in the mapping team and the skills we have developed?

- How can we involve more people in the mapping?

- Who else might be interested in getting involved?

- If we don't have the capacity who else could take on the more mapping?

MORE ON...

PLANNING

- THEME
- STEP
- TASK
- TOOL

RETAILERS

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GO TO MATRIX

THEME 8: MORE ON RETAILERS

CONTEXT

- **Initially, you may have limited your core retailer mapping to businesses in your town or city centre. (This was probably a good idea as it kept the amount of work and information gathered to a manageable level to begin with.)**

- **You may now want to extend the mapping to gather more information from more retail businesses or others providing food.**

- **The core mapping may have highlighted new areas and issues that you now want to find out more about.**

This could include:

– shops outside the town or city centre in outlying neighbourhoods or in satellite towns and villages (see **STEP 10**)

– farm shops, in rural areas around your town or city (see **STEP 10**)

– institutional providers of meals in e.g. schools, hospitals, prisons etc. (see **MAPPING FOR...** local food procurement)

– wholesalers of food buying from local producers and selling to local retail outlets, caterers and providers

- **You may also want to return to businesses you have already interviewed to ask more detailed and specific questions based on what they have already told you and to verify your key findings from the core mapping. (see TASK 16)**

- **This could be used to develop useful case studies for reports or displays. It could also help you to explore specific issues in more detail.**

PURPOSE

- **To suggest options for widening the scope and detail of the retailer mapping.**

- **To explore possibilities for mapping different aspects of local food provision, including institutional catering and wholesale supply.**

STEPS

STEP 10: MORE RETAILER MAPPING

STEP 10: MORE RETAILER MAPPING

AIM

- **To gather additional information about the retailing of local produce by:**

– Using the retailer questionnaire (**TOOL 5**) to interview retail or catering businesses that weren't included in the core mapping, and/or

– Asking for additional, more detailed or specific information from all or some of the businesses that have already been mapped. See **TASK 16:** More Retailer questions.

WHEN

- **You should decide whether it is sensible to carry out more mapping directly after completing your core mapping project. Consider the following:**

– You may have built up momentum and want to capitalise on this positive energy in your team.

– The team may have found the core mapping demanding and may need to take a break to refocus and possibly recruit new members.

- **It is also worth considering that the information you have gathered may be influenced by seasonality. If your core mapping was carried out in the spring, you may want to compare this information with additional mapping in a different** season (the autumn). Alternatively, you may want to compare like with like and carry out your more mapping at the same time of year as the core mapping.

WHO TO INVOLVE

- **Your core mapping team will have developed skills, confidence and experience which will help them in any additional mapping you decide to carry out.**

- **The team will also have a better understanding of what the mapping entails and the capacity of the original team to do any further mapping work. It may be necessary to bring in new team members.**

TASKS

TASK 16 MORE RETAILER QUESTIONS

TOOLS

TOOL 20: CASE STUDY INTERVIEW CHECKLIST
TOOL 21: SUGGESTED QUESTIONS FOR RETAILERS

TASK 16: MORE RETAILER QUESTIONS

This tool offers suggestions on the questions you could ask retailers (including caterers) in order to develop more detailed case studies to illustrate your local food web report or display. The case study could add real interest to the information you are presenting by linking it to people and their personal opinions of their businesses and their part in the local food web.

The questions expand on answers given in the core mapping interview. The questions you use will depend on the answers you have received previously, the key findings and outstanding questions from your core mapping and the specific issues you and your team are most interested in.

WHAT YOU NEED

Skills

Hopefully, you will already have visited the businesses and initiated a dialogue with the people involved. They will already know who you are and what you are trying to achieve. This will help you and the interviewee to feel more comfortable and relaxed when you return with the more detailed questions.

You will also have developed skills from your previous experience of interviews during core mapping. However, bear in mind that you still need to be sensitive to the interviewee's needs – be patient, allow them to do their business and step in and out of the interview as necessary.

Time

This depends on the number of questions you decide to include in your interview.

Materials

The interview is based around a sequence of questions rather than a questionnaire form. Ensure you have the case study interview checklist with you (see **TOOL 20**).

CONTINUE

GO TO MATRIX

TASK 16: MORE RETAILER QUESTIONS

WHAT YOU DO

Planning

The more mapping planning meeting will have focused attention on particular retail/catering businesses that could act as useful case studies.

It may be that these businesses:
- Provided a lot of useful information in the core mapping interview
- Illustrated a particularly interesting issue
- Expressed an interest in being involved further in the Food Web Mapping project
- Played a particularly important role in the local community
- Were influential and important to the local economy
- Or were using a particular approach (e.g. environmentally sensitive, focused on local economic benefits etc.) to their business

Once you have chosen which businesses to interview, again, organise your team and plan who will be carrying out which interviews.

Preparation

- Using contact information collected in the core mapping, telephone or email the business to arrange a time for the interview.
- Contact the business and ask if they would like to feature as a case study in your web mapping report. Explain that they may feature in a report produced to describe the local food web and, if they are in agreement, quotes, images and details of their business will be published and circulated widely in the local area.
- Set a date and time for interview being clear that it may take up to 30 minutes of their time.

NOTE:
It may be easier to actually carry out the interview over the phone but as in the core mapping interview a face-to-face meeting is always preferable.

Interview

- Introduce yourself and explain/reiterate the purpose of the interview
- Check that it's a convenient time to carry out an interview of up to 30 minutes.
- If yes - begin the interview using **TOOL 20: Case study interview checklist**
- Keep notes of responses as you conduct the interview. Ensure that you record: **your name**, the **business name, code number, contact person** and **date** are clearly written on your notes and that you write as clearly as possible. **Remember – someone else may need to understand your notes!**

MORE ON...

PLANNING

RETAILERS

- THEME
- STEP
- TASK
- TOOL

PRODUCERS

CONSUMERS

CONTINUE

GO TO MATRIX

TASK 16: MORE RETAILER QUESTIONS

WHAT YOU DO

Next steps

Archiving:
- Remember to archive your collected data immediately following the interview.
- Collect completed questionnaires and interview notes together and store them safely.
- Try to keep information from the same business together and write the business code on each piece of paper.

Analysis:
- Any new businesses that have been mapped using the core mapping questionnaire can be analysed using **TOOL 16: the Data collection spreadsheet**. You will need to decide whether or not to create a new spreadsheet for these additional businesses or simply to add them to the spreadsheet from the core mapping.
- Case study interviews will provide more qualitative information i.e. peoples' opinions and what they think and feel about the issues raised. It is difficult and complicated to convert this information into easy to handle data spreadsheets (involving coding the different comments that are made) and without experience it is a time-consuming and complex.
- As soon as possible following the interview try to make a clear record of what has been said. **See TOOL 20: Case study interview checklist – After the interview**

TOOL 20: CASE STUDY INTERVIEW CHECKLIST

The purpose of the case study interview is to build upon the information you already have, verify that you have understood the information correctly and develop more detailed stories that illustrate specific aspects of the food web. The interview will help you to dig deeper and understand more fully the way businesses in the food web interrelate and the impact they have on the local economy, environment and community.

BEFORE THE INTERVIEW

- Look at the original responses on the core mapping questionnaire and note down comments that are particularly interesting or raise specific important issues.

- Focus in particular on information that confirms or provides evidence of any of the key findings from the core mapping.

- Also look at answers to the FOUR QUESTIONS at the end of the questionnaire as interviewees may have used this opportunity to add interesting additional information about their businesses.

- Look to see if the interview focused on specific aspects of the business – in particular, was there a focus on economic, environmental or social issues.

- Pick up on two or three of the most interesting comments in the survey and make a note of these.

- Compose between three and five questions that will help you find out more specific information about the interesting elements you have selected (use the suggestions provided below as a guide).

CONDUCTING THE INTERVIEW

- Begin the interview by thanking the person for agreeing to be interviewed and reiterating the aims of the project and what the interview will be used for.

- If necessary, clarify/verify key facts from the core mapping survey with the business which were either unclear or may have changed (do they still employ the same number of people? etc).

- Base the interview on the questions you have prepared, but try and keep the interview conversational and don't be too restricted by following questions in a particular order.

- Go with the flow and introduce questions when appropriate. Ensure you ask any additional questions that come into your head.

- Make sure you probe the interviewee as much as possible on the points you really want to know about. The more they talk on one subject area, the more likely you are to get a good quote. If they do, try and take verbatim quotes – i.e. record the exact words and phrases they use. These will help to bring your case study to life.

TOOL 20: CASE STUDY INTERVIEW CHECKLIST

SUGGESTIONS FOR QUESTIONS YOU COULD ASK

See the suggested questions for Retailers (**TOOL 21**) and Producers (**TOOL 22**).

AT THE END OF THE INTERVIEW

- **Verify their main points – read key points and quotes that you have recorded back to them to ensure you have captured things correctly.**

- **Ask them if they have any images you could use in your report.**

- **Explain that you will type up the interview and send a transcript to them.**

- **Thank them for their time and for the information they have provided.**

AFTER THE INTERVIEW

- **As soon as possible after the interview (i.e. when you get home or if you are interviewing by 'phone immediately after you finish), type up your notes.**

- **Try to shape the notes into coherent sections with headings.**

- **Send the transcript of the notes to the interviewee as soon as possible.**

- **Ask them to confirm that you have made an accurate record of the interview and ask them to give consent for the use of any quotes.**

- **If there are particular elements of the interview they want to remain confidential, ask them to indicate this when they return the interview sheet.**

- **If there were points that you think you recorded inaccurately or that you want clarified, insert comments into the text and alert these to the interviewee when you send it back to them for checking.**

TOOL 21: SUGGESTED QUESTIONS FOR RETAILERS

The suggested case study interview questions deal with the impact and role of the business on the local economy, local community and the local environment.

It may not be necessary to use all of the suggested questions – this will depend on the particular focus and purpose of your more mapping project and on the interests of the business being interviewed.

Use these questions as a starting point and compose your own to dig deeper into particular aspects of the food web that are important to you and your team.

VERIFICATION

You could begin your interview by verifying key findings identified from the core mapping. For example, you could ask:

❓ **From our core mapping we found that...**
   Do you agree with this?

Prompts:
This is what we think retailers are telling us – have we got it right?

RELATIONSHIP WITH OTHER BUSINESSES AND THE COMMUNITY

❓ **Do you have any particularly strong relationships with other local businesses in the local food web?**
   e.g. bakery connected with a café, butcher with a pie maker, brewer with a grain producer etc.

Prompts:
Which businesses are you strongly connected with? How do you and they benefit from the connection? Is the relationship based on a historical connection, convenience or ethos?

❓ **Do you make any particular effort to use local food to establish and develop your relationship with the local community?**
   e.g. through events, awareness raising activities, labeling local produce etc.

Prompts:
Do you take part in events or contribute in other ways? Do you strongly promote the fact that you sell/use local produce?

HOW YOU RUN YOUR BUSINESS

❓ **Does your business have any other linked retail outlets or activities?** e.g. market stall, other shops in the same or different towns/cities, box delivery schemes

Prompts:
Are you part of a local or regional chain of shops?
Do you plan on expanding your retail space (extended your shop or expanding into another premises)?

❓ **Do you adopt particular practices or approaches aimed at reducing your environmental impact?**
   e.g. waste reduction, collective collection of local produce, shortening the supply chain and transport reduction etc.

TOOL 21: SUGGESTED QUESTIONS FOR RETAILERS

Prompts:

Are you taking steps to reduce your carbon footprint/global warming impact?

Do you see the selling of local produce as a way to reduce your environmental impact?

Do you generate or collect renewable energy? (solar, wind, micro hydro)

? How is produce transported from where it is produced to your retail outlet?

Prompts:

Do you collect produce using your own transport?

Do producers deliver produce to you?

Is produce delivered by wholesalers?

Do you engage in any collective produce distribution initiatives?

If you could, how would you change the current system for collecting local produce?

What would need to happen for the current distribution system to change?

STRENGTHENING THE FOOD WEB

? How resilient do you think your business is to economic change?
e.g. the impact of increased competition from large-scale retailers and their purchasing power.

Prompts:

How would economic change affect your relationships with other businesses in the local food web?

Do you connect with a broad range of different suppliers of local produce?

? What do you think needs to happen to strengthen the local food web?

Prompts:

What could be done to make the food web more robust?

What could you do to help the food web develop?

What would help you to do this?

MORE ON...

PLANNING

RETAILERS

● THEME
● STEP
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● TOOL

PRODUCERS

CONSUMERS

GO TO MATRIX

THEME 9: MORE ON PRODUCERS

CONTEXT

- **Core mapping guidelines suggested that you limit the amount of work required by only mapping producers who currently sell in your town or city centre.**

- **Having completed the core producer mapping, you may now want to include other producers to build a more complete picture of what is being produced locally.**

- **The core mapping may have highlighted new areas and issues that you now want to find out more about.**

This could include:

– Local producers and processors who don't currently sell their produce in your town or city centre

– Farms and other businesses who only sell direct to consumers and don't supply independent retail outlets

– Producers who only sell to wholesalers and large-scale retailers such as supermarkets

- **You may also want to return to businesses you have already interviewed to ask more detailed and specific questions based on what they have already told you and to verify your key findings from the core mapping. (see TASK 17)**

- **This could be used to develop useful case studies for reports or displays. It could also help you to explore specific issues in more detail.**

PURPOSE

- **To suggest options for widening the scope and detail of the producer mapping.**

- **To explore possibilities for mapping different aspects of local food production including those businesses supplying wholesalers and supermarkets.**

STEPS

STEP 11: MORE PRODUCER MAPPING

STEP 11: MORE PRODUCER MAPPING

AIM

- **To gather additional information about local producers by:**
- Using the producer/processor questionnaire (**TOOL 7** or **8**) to interview producers/processors that weren't included in the core mapping, and/or
- Asking for additional, more detailed or specific information from all or some of the businesses that have already been mapped. See **TASK 17:** More Producer questions.

WHEN

- **You should consider whether or not the information you have already gathered may be influenced by seasonality. If your core mapping was carried out in the spring you may want to compare this information with additional mapping in a different season (the autumn). Alternatively, you may want to compare like with like and carry out your more mapping at the same time of year as the core mapping.**

WHO TO INVOLVE

- **Your core mapping team will have developed skills, confidence and experience which will help them in any additional mapping you decide to carry out.**
- **The team will also have a better understanding of what the mapping entails and the capacity of the original team to do any further mapping work. It may be necessary to bring in new team members.**

TASKS

TASK 17 MORE PRODUCER QUESTIONS

TOOLS

TOOL 22 SUGGESTED QUESTIONS FOR PRODUCERS

TASK 17: MORE PRODUCER QUESTIONS

This **TASK** offers suggestions for the questions you could ask producers and processors in order to develop more detailed case studies to illustrate your local food web report or display. The case study could add real interest to the information you are presenting by linking it to people and their personal opinions of their businesses and their part in the local food web.

The questions expand on answers given in the core mapping interview. The questions you use will depend on the answers you have received previously, the key findings and outstanding questions from your core mapping and the specific issues you and your team are most interested in.

WHAT YOU NEED

Skills

Hopefully, you will already have visited the businesses and initiated a dialogue with the people involved. They will already know who you are and what you are trying to achieve. This will help you and the interviewee to feel more comfortable and relaxed when you return with the more detailed questions.

You will also have developed skills from your previous experience of interviews during core mapping. However, bear in mind that you still need to be sensitive to the interviewee's needs – be patient, allow them to do their business and step in and out of the interview as necessary.

Time

This depends on the number of questions you decide to include in your interview.

Materials

The interview is based around a sequence of questions rather than a questionnaire form. Ensure you have the case study interview checklist with you (see **TOOL 20**).

CONTINUE

GO TO MATRIX

THEME STEP TASK TOOL

TASK 17: MORE PRODUCER QUESTIONS

WHAT YOU DO

Planning

The more mapping planning meeting will have focused attention on particular producers that could act as useful case studies.

It may be that these businesses:
- Provided a lot of useful information in the core mapping interview
- Illustrated a particularly interesting issue
- Expressed an interest in being involved further in the Food Web Mapping project
- Played a particularly important role in the local community
- Were influential and important to the local economy
- Or were using a particular approach (e.g. environmentally sensitive, focused on local economic benefits etc.) to their business

Once you have chosen which businesses to interview again organise your team and plan who will be carrying out which interviews.

Preparation

- Using contact information collected in the core mapping, telephone or email the business to arrange a time for the interview.
- Contact the business and ask if they would like to feature as a case study in your web mapping report. Explain that they may feature in a report produced to describe the local food web and, if they are in agreement, quotes, images and details of their business will be published and circulated widely in the local area.
- Set a date and time for interview being clear that it may take up to 30 minutes of their time.

NOTE:
It may be easier to carry out the interview over the phone but as in the core mapping interview a face-to-face meeting is always preferable.

Interview

- Introduce yourself and explain/reiterate the purpose of the interview
- Check that it's a convenient time to carry out an interview of up to 30 minutes.
- If yes - begin the interview using **TOOL 20: Case study interview checklist** and **TOOL 22: Suggested questions for producers**
- Keep notes of responses as you conduct the interview. Ensure that you record: **your name**, the **business name, code number, contact person** and **date** are clearly written on your notes and that you write as clearly as possible. **Remember – someone else may need to understand your notes!**

CONTINUE

GO TO MATRIX

TASK 17: MORE PRODUCER QUESTIONS

WHAT YOU DO

Next steps

Archiving:
- Remember to archive your collected data immediately following the interview.
- Collect completed questionnaires and interview notes together and store them safely.
- Try to keep information from the same business together and write the business code on each piece of paper.

Analysis:
- Any new businesses that have been mapped using the core mapping questionnaire can be analysed using TOOL 16: the **Data collection spreadsheet**. You will need to decide whether or not to create a new spreadsheet for these additional businesses or simply to add them to the spreadsheet from the core mapping.
- Case study interviews will provide more qualitative information i.e. peoples' opinions and what they think and feel about the issues raised. It is difficult and complicated to convert this information into easy to handle data spreadsheets (involving coding the different comments that are made) and without experience it is a time-consuming and complex.
- As soon as possible following the interview, try to make a clear record of what has been said. See TOOL 20: **Case study interview checklist** – **After the interview.**

MORE ON...

PLANNING

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PRODUCERS

- THEME
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- TOOL

CONSUMERS

GO TO MATRIX

TOOL 22: SUGGESTED QUESTIONS FOR PRODUCERS

The suggested case study interview questions deal with the impact and role of the business on the local economy, local community and the local environment.

It may not be necessary to use all of the suggested questions – this will depend on the particular focus and purpose of your more mapping project and on the interests of the business being interviewed.

Use these questions as a starting point and compose your own to dig deeper into particular aspects of the food web that are important to you and your team.

VERIFICATION

You could begin your interview by verifying key findings identified from the core mapping. For example, you could ask:

? From our core mapping we found that... Do you agree with this?

Prompts:
This is what we think producers are telling us – have we got it right?

RELATIONSHIP WITH OTHER BUSINESSES AND THE COMMUNITY

? Do you have any particularly strong relationships with other local businesses in the local food web?
e.g. are you strongly connected with particular processors or retailers that you supply to (meat producers with butchers and pie makers, grain producers with breweries and bakers etc.)

Prompts:
Which businesses are you strongly connected with?
How do you and they benefit from the connection?
Is the relationship based on a historical connection, convenience or ethos?

? Do you make any particular effort to use local food to establish and develop your relationship with the local community?
e.g. through open days, festivals and events, awareness-raising activities etc.

Prompts:
Do you take part in events or contribute in other ways (supplying produce)?
Do you strongly promote the fact that you are a local producer? How?
Do consumers ask about where your food is produced and what are you able to tell them?

PRODUCTION METHODS AND ENVIRONMENTAL IMPACT

? How much land do you farm?

Prompts:
How many acres of productive land do you own?
Are you planning on expanding the area of productive land in the next two years?

TOOL 22: SUGGESTED QUESTIONS FOR PRODUCERS

Do you adopt particular practices or approaches aimed at reducing your environmental impact?
e.g. waste reduction, collective distribution of produce, shortening the supply chain to the market and transport reduction etc.

Prompts:
Are you taking steps to reduce your carbon footprint/global warming impact?
Do you adopt less intensive farming practices?
Do you generate renewable energy? (e.g. solar, wind, micro hydro)

Do you participate in any award or accreditation schemes for environmentally responsible or low intensity farming?
• LEAF marque – Linking Environment and Farming
  • Silver Lapwing award – Farming and Wildlife Advisory Group
  • Organic Certification – Soil Association
  • MSC fishery certification – Marine Stewardship Council
  • Conservation Grade
  • Freedom Foods – RSPCA

Do you buy your farm supplies locally?
e.g. fertilizer, seed, feed.

Prompts:
What supplies do you buy locally and from where?

How is produce transported from where it is produced to where it is sold?

Prompts:
Do you have your own transport set-up or do you share transport to market with other producers?
Is your produce sold to and distributed by wholesalers?
If you could how would you change the current system for distributing your produce?
What would need to happen for the current distribution system to change?

STRENGTHENING THE FOOD WEB

How resilient do you think your business is to economic change?
e.g. the impact of increased competition from larger scale producers, supplying to larger corporate retailers.

Prompts:
How would economic change affect your relationships with other businesses in the local food web?
Do you connect with a broad range of different markets (local and regional) for your produce?

What do you think needs to happen to strengthen the local food web?

Prompts:
What could be done to make the food web more robust?
What could you do to help the food web develop?
What would help you to do this?

MORE ON...
PLANNING
RETAILERS
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● THEME
● STEP
● TASK
● TOOL

CONSUMERS

GO TO MATRIX

THEME 10: MORE ON CONSUMERS

CONTEXT

- **Having completed the core mapping, you will now understand a range of consumers' opinions of the importance of local produce and how easy or difficult it is to buy it.**

- **The core mapping will also have helped you to identify locations where local food consumers are more likely to be found (outside shops and restaurants selling local produce, farmers' markets etc.).**

- **More mapping of consumers will enable you to:**

  – verify or confirm and expand upon some of the key findings of the core consumer mapping, and/or

  – ask more specific questions about the habits and concerns of people who consume local food and drink.

- **You may also wish to expand the core mapping of consumers to include other retail centres outside the original scope of the mapping, e.g. in neighbouring towns and villages or farm shops.**

PURPOSE

- **To suggest options for widening the scope of the consumer mapping.**

- **To verify the findings of the core mapping and dig deeper on specific issues.**

STEPS

STEP 12: MORE CONSUMER MAPPING

STEP 12: MORE CONSUMER MAPPING

AIM

- **To expand upon the original scope of the core consumer mapping and verify its key findings by:**

  – Using the action charts (**TASK 8**) and consumer questionnaire (**TOOL 13**) to consult consumers outside your original core mapping area, and/or

  – Using additional verification charts (**TASK 18**) in locations where you are more likely to consult with local food consumers.

WHEN

- **More mapping of consumers will take place outside close to local food shops and eateries or at local community events. It will always be much more satisfying and successful to do this when you are more likely to have better weather. You will enjoy it more, as will the people you engage with.**

- **You should also consider whether or not the information you have already gathered may be influenced by seasonality. If your core mapping was carried out in the spring you may want to compare this information with additional mapping in a different season (the autumn). Alternatively, you may want to compare like with like and carry out your more mapping at the same time of year as the core mapping.**

WHO TO INVOLVE

- **Your core mapping team, particularly those who were involved with consumer mapping, will have developed skills, confidence and experience which will help them in any more mapping you decide to carry out.**

- **The team will also have a better understanding of what the mapping entails and the capacity of the original team to do any further mapping work. It may be necessary to bring in new team members.**

TASKS

TASK 18 VERIFICATION CHARTS

TASK 18: VERIFICATION CHARTS

In core mapping of consumers you asked people on the street to consider and address broad questions about local food using either the action charts or the consumer questionnaire. The action charts in particular would have allowed you to gather key information about the factors that make buying local food easy or difficult and suggestions for how to address the factors. These responses provide the basis for more mapping of consumers. The key findings can be verified by presenting them back to passersby for them to agree or disagree with. They can also be used as a step towards digging deeper into the issues that have been raised.

The verification charts are designed to be used on the street outside local food retail outlets and caterers such as pubs and restaurants or at community events. The TASKS could also be used with groups of people in workshops or focus groups. Group work such as this will involve more planning, promotion, organisation and facilitation – basic guidance for this is provided in the Toolkit section on **mapping for community food campaigns.**

WHAT YOU NEED

Skills

Team members who were involved in the earlier core mapping of consumers will now have some experience of community engagement and will be more confident to take on the suggested activities.

Time

To get the most out of the TASK plan for sessions of at least two hours and arrange for three or four facilitators for each session.

Materials

Thick and fine felt-tip pens, flip-charts and maps prepared in advance, coloured Post-it notes, masking tape, clear sellotape and Blu-Tack, coding sheets and a folder or clip-board to hold your paperwork.

CONTINUE

GO TO MATRIX

TASK 18: VERIFICATION CHARTS

WHAT YOU DO

Planning

- Core mapping of consumers will have helped you to identify locations where your consumer mapping worked well. For example:
  - pedestrianised areas or streets with wide pavements
  - useful shop windows, walls or bus shelters where charts can be stuck up
  - busy shopping areas
  - sheltered or sunnier spots where people are happy to stop and talk
  - markets or farmers' markets – food festivals or similar events with a food or sustainability theme
  - restaurants or pubs where local food is promoted or advertised
- You will also have identified more retail outlets selling local produce within your core mapping area as well as in neighbouring towns and villages.
- This will help you to choose the best time and place for more consumer mapping and focus specifically on consumers of local produce.
- Once you have chosen where to work organise your team and plan who will be available when.

Preparation

Remember – these are examples of headline statements. Compose your own based on the core mapping findings.

- Using the key findings from your analysis of the core consumer mapping compose short, clear statements that represent the main themes that stand out – these are your **headline statements**.
- Try to make a distinction between: **factors** that influence the amount of local produce that is consumed. For example:
  - There aren't enough places to buy local produce
  - The local produce that is sold is not what I like to eat
  - Local produce is sold in shops that are too expensive
  - I'm not that concerned about where my food comes from
  Actions that could address the factors. For example:
  - Open a new shop that specialises in selling local produce
  - Raise awareness about the importance of supporting local producers
  - Get more local produce sold in existing shops
  - Encourage more restaurants to use local produce
- If possible try to keep the maximum number of statements to six factors and six actions so that they can be fitted on to the two Bubble charts easily and clearly.
- Remember the guidelines from the core mapping of consumers (refer back to **TASK 8** and **TOOL 11** if necessary):
  - To ensure your safety, if possible, go out in pairs and work close together.
  - Use your introductory statement so people know who you are, what you're doing and why.

MORE ON...

PLANNING
RETAILERS
PRODUCERS
CONSUMERS

- THEME
- STEP
- TASK
- TOOL

CONTINUE ▶

GO TO MATRIX

TASK 18: VERIFICATION CHARTS

WHAT YOU DO

Preparation continued

- Make sure you remember to code people that you engage with
- Have flip-chart sheets and thick marker pens for drawing charts and recording any comments and quotes.
- Make sure you have two to three packs of different coloured rectangular Post-its (neon colours are best) and at least eight dark coloured fine-tipped felt tip pens for participants to use.
- Have masking tape/Sellotape and Blu-Tack for sticking up the charts.
- Have a map of the area you are surveying.

Preparing and using charts

Bubble charts:
See Bubble chart template **TOOL 23**.
- Factors chart. Stick two pieces of flip-chart together using masking tape (and turn the chart over so that the tape is on the back).
- Write the main question clearly along the top of the chart.

DO YOU AGREE OR DISAGREE WITH THESE STATEMENTS?
IT IS DIFFICULT TO BUY LOCAL PRODUCE BECAUSE…

- Repeat for the Actions chart.
- Main question:

DO YOU AGREE OR DISAGREE WITH THESE STATEMENTS?
THE BEST WAY TO INCREASE CONSUMPTION OF LOCAL PRODUCE IS…

- Complete both Bubble charts by drawing the bubbles containing headline statements and agree/disagree boxes as shown in **TOOL 23**: Bubble chart template

Using the Bubble chart:
1. Stand back from the chart facing it and look for people to approach.
2. As someone comes towards you simply point at the chart and ask:

How would you answer that question?

3. Ask them to read the statements and say whether they agree or disagree with them.

MORE ON…

PLANNING
RETAILERS
PRODUCERS
CONSUMERS

- THEME
- STEP
- TASK
- TOOL

CONTINUE

GO TO MATRIX

TASK 18: VERIFICATION CHARTS

WHAT YOU DO

Preparing and using the charts continued

4. Ask them to write any comments on Post-it notes and stick them in the relevant Bubble. **It is not very useful to simply have comments that say 'yes – I agree'. ALWAYS ASK PEOPLE TO SAY WHY and add this to the chart.**
5. If you need to, explain that the suggestions in the Bubbles came from members of the public during earlier mapping work.
6. Try to encourage people to engage with both the factors and the actions charts.
7. If they have additional suggestions, add them on separate flip-chart paper next to each Bubble chart headed 'other suggestions'.
8. When they have finished the chart, ask them the final coding questions on your consumer coding form and say thank you.

Next steps

Archiving:
- Before you leave the survey location **stick down all the Post-its with clear Sellotape** (make sure you can still lift Post-its to reveal comments written underneath)
- Complete an archive form (**TOOL 14**) to attach to your charts. This will record:
  - the **names of the team members** involved in the activity
  - the **date** the work was carried out
  - the **location** of the survey
  - any **comments** about how the survey went and how well the questions worked

Analysis:
- The information you have collected is mainly qualitative information, i.e. peoples' opinions and what they think and feel about the issues raised. It is difficult and complicated to convert this information into easy-to-handle data spreadsheets (involving coding the different comments that are made) and without experience it is a time-consuming and complex.
- The best way to analyse the information from the verification charts is to repeat **TASK 10** the **group analysis workshop** as soon as you can after completing the consumer mapping activity.

Mapping for:
There are more suggestions for participatory action and verification tools provided in the guidance for **mapping for community food campaigns.**

MORE ON...

PLANNING

RETAILERS

PRODUCERS

CONSUMERS

● THEME
● STEP
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TOOL 23: BUBBLE CHART TEMPLATE

This template illustrates how the **FACTORS** verification chart could look with some examples added in four of the bubbles. Remember to **use your own factor statements** derived from your findings in the core consumer mapping.

The main heading for the **ACTIONS** verification chart should read:

DO YOU AGREE OR DISAGREE WITH THESE STATEMENTS?

THE BEST WAY TO INCREASE CONSUMPTION OF LOCAL PRODUCE IS...

You may need to explain that the suggestions in the Bubbles came from members of the public during earlier mapping work – they haven't simply been made up!

Ask people to write any comments on Post-it notes and stick them in the relevant Bubble and on the relevant side.

REMEMBER:

It is not very useful to simply have comments that say 'yes – I agree'.

ALWAYS ASK PEOPLE TO SAY WHY and add this to the chart.

People may also make suggestions for actions to address the factors. Either add these to the chart if there is enough room or stick up an additional flip-chart headed 'SUGGESTED ACTIONS'.

DO YOU AGREE OR DISAGREE WITH THESE STATEMENTS?
IT IS DIFFICULT TO BUY LOCAL PRODUCE BECAUSE...

There aren't enough places to buy local produce	Local produce is sold in shops that are too expensive	Another headline statement
AGREE · DISAGREE	AGREE · DISAGREE	AGREE · DISAGREE

The local produce that is sold is not what I like to eat	I'm not that concerned about where my food comes from	Another headline statement
AGREE · DISAGREE	AGREE · DISAGREE	AGREE · DISAGREE

MORE ON...

PLANNING
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MAPPING FOR...

WHAT IT IS

- **The local food webs mapping Toolkit takes as its starting point a community food group that is interested in understanding its food web better.**

- **CORE MAPPING provides advice and suggestions on how such a group could go about planning and organising its project, collecting and analysing information and reporting and presenting its findings.**

- **Some groups using the Toolkit may wish to extend the scope and detail of the core mapping by using suggestions contained in the MORE MAPPING section of the Toolkit – digging deeper and enhancing its understanding of the food web and how it works.**

- **The MAPPING FOR... section of the Toolkit is a checklist of possible applications for the local food web mapping process – mapping for a specific purpose. It suggests ways in which the tools could be combined, adapted and added to and provides additional resources for particular campaigns and initiatives.**

- **It acknowledges that some groups who want to map their local food webs want to do more than understand the food web better – they may already have a clear idea of why they are doing it and what they hope to achieve.**

WHY DO IT

- **Make use of the skills and experience developed in earlier core mapping.**

- **Apply the local food web mapping process to a specific purpose.**

- **For instance, local food web mapping could be used to gather information confirming the importance of the local food web:**

Food web mapping in Lambeth aimed to support the Brixton Pound local currency initiative, strengthening the local economy.

- **It could help to build stronger arguments for initiatives that strengthen and expand the local food web:**

Food web mapping in Chichester aimed to increase the amount of local produce sold within Chichester.

In Totnes, food web mapping was used to support the development of a Local Food Hub.

- **Provide evidence supporting arguments against initiatives that threaten the local food web:**

In Saxmundham, food web mapping was used to successfully campaign against a superstore development proposal.

The food web mapping team in Ledbury has extended its focus to include all local independent retailers in a campaign against a supermarket proposal.

MAPPING FOR...

WHO IT'S FOR

- Groups that want to know more about the food web and have the capacity and energy to extend or continue the mapping process.

- Groups who have either completed the core mapping process or already know that they need to dig deeper or explore further afield.

WHAT IT INVOLVES

- A list of possible **mapping for...** applications for local food web mapping and checklists of the STEPS, TASKS, TOOLS and additional resources that could be useful.

MAPPING FOR...
COMMUNITY FOOD CAMPAIGNS

CONTEXT

Local food web mapping can provide strong statistical and experiential evidence of the importance of the local food web to the local economy, environment and community.

This can help to develop arguments and leverage for campaigns to strengthen and support the local food web.

Local food web mapping can highlight:

- **the strengths and benefits that local food brings to local culture and the local environment**

- **the contribution local food makes to the local economy**

- **the importance of employment in the local food web**

- **the value placed on local food by people living and working in the community**

- **the vulnerabilities of the food web and obstacles and gaps which may need to be addressed**

The Toolkit can be used to produce highly visual and easily accessible information in the form of charts and maps. This can help campaigners present this extremely valuable information in a very powerful manner.

In addition, the mapping could establish a baseline or snapshot of the local food web. This could be used as the basis for monitoring the impact of any changes that occur as a result of new developments.

A community local food campaign may be:

- **part of a wider community response to climate change, such as a Transition initiative (see the Transition Chichester local food web mapping example)**

- **complementary activities to projects supporting the local economy, such as a local currency initiative (see the Incredible Edible Lambeth example)**

- **countering the export of produce from an area and supporting local retailing of local produce (e.g. the establishment of a new farmers' market or local food shop – see the Chichester example)**

- **establishing a local food hub supporting the strengthening and growth of the local food web (see the Totnes example)**

- **a response to a new supermarket proposal (see MAPPING FOR... a supermarket threat and the Ledbury and Saxmundham examples)**

MAPPING FOR...
COMMUNITY FOOD CAMPAIGNS

STEPS:
PLANNING

CONSIDERATIONS

A community local food campaign will require a significant amount of planning, organisation and leadership.

The process could include:

- **engaging with the community to understand the key local food issues and interests**
- **mapping the local food web**
- **raising awareness in the community about the local food issues**
- **mobilising the community to address the issues and take action to support the local food web**

Initial planning of the campaign should be carried out by a strongly motivated and energetic organising group.

The organising group will take a lead role in planning the campaign and determining different roles and responsibilities.

The focus of the campaign and the interests of the community will determine the specific planning and organisation required. The planning tools included in **THEME 1** of the core mapping will provide some suggestions of how planning meetings could be structured and what to include.

RESOURCES

CORE MAPPING **THEME 1:**

TASK 1: MEETING PLAN

TASK 2: MIND MAPS

TASK 3: KNOWLEDGE MAP

LAUNCH

CONSIDERATIONS

Once initial decisions have been made about the aims and requirements of the campaign, the organising group should aim to raise awareness and engage with more members of the community to widen participation in the campaign.

It is important to involve representatives of the local authority from the very beginning of the campaign. In this way they are more likely to feel part of the campaign and have a vested interest in it, rather than only being involved as the authorising body for any suggested actions.

One way to achieve this is to hold a campaign launch event (see **TASK 19**).

The event could include:

- **participatory tools to gauge opinion about local food**

MAPPING FOR...
COMMUNITY FOOD CAMPAIGNS

- **knowledge maps and action charts to gather information about different aspects of the food web**

- **presentations to inspire people to support the local food campaign**

- **a celebration of the local food web and the people and businesses involved**

Again – it is important to consider the amount of planning, organisation, promotion and facilitation that an event such as this will require.

An alternative would be to 'piggy-back' another local community event – i.e. include the suggested activities described and explained in TASK 19 in an event which is being organised by someone else (if appropriate and agreed with the event organisers).

The campaign should also make use of local media to launch the project and raise awareness of both the launch event and of the campaign generally.

RESOURCES
TASK 19: CAMPAIGN LAUNCH EVENT
CORE MAPPING THEME 4:
TASK 8: ACTION CHARTS

MAPPING

CONSIDERATIONS

The **core mapping** process could be an integral component of the local food campaign. It will galvanise the group, provide a specific focus for its activities and build on the findings of the launch event.

The core mapping guidelines will explain what is required, how to decide what to map and how to carry out the mapping.

It is important to incorporate any key findings of the launch event into the questions that are asked and the specific focus of the mapping. The mapping could test or provide evidence for these findings.

If a more specific focus (e.g. environmental impact of local food production, economic impact of local food retail) is required, the more mapping guidelines should also be used.

The community local food campaign will require a stronger focus on engagement and awareness-raising in the community. For this reason, the mapping should include a specific focus on consumer mapping.

RESOURCES
CORE MAPPING THEME 1 TO 6

MAPPING FOR...
COMMUNITY FOOD CAMPAIGNS

ACTION PLANNING

CONSIDERATIONS

The launch event will begin the process of understanding what people in the community feel about local produce and may highlight issues and obstacles in the local food web.

The mapping will have allowed people involved in the campaign to dig deeper into the issues and provide evidence to support the concerns and issues expressed by local people.

It is important to feed back the findings of the mapping to people in the local community and to allow them to help explore what actions could be taken to address the issues and concerns.

THEME 10 **More on consumers** focuses on verifying findings and exploring actions and should be included as an additional mapping activity.

Perhaps the best way to feed back information and decide what happens next is to hold an **action planning event.**

The event could include:

- **Presentations of the campaign findings to community members and other key stakeholders and decision makers from the local authority**

- **Participatory verification of the key issues and suggested actions**

- **Further exploration of ways in which the issues and concerns could be addressed**

- **Presentations from people who have participated in the mapping and the campaign**

- **A celebration of the local food web through displays, stalls and provision of local produce to event participants**

An event such as this could be extremely valuable as a means to raise awareness and involve local people. However, the energy and time needed to plan and organise it should not be underestimated.

RESOURCES

MORE MAPPING THEME 10:

TASK 18: VERIFICATION CHARTS

TASK 20: ACTION PLANNING EVENT

COMMUNITY FOOD CAMPAIGNS

A SUPERMARKET THREAT

LOCAL FOOD PROCUREMENT

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CONTINUE

GO TO MATRIX

MAPPING FOR...
COMMUNITY FOOD CAMPAIGNS

EXAMPLES:

LAMBETH

Local Food Web Mapping as part of a campaign to strengthen the local economy focused on local food businesses accepting the Brixton Pound local currency.

Incredible Edible Lambeth (IEL) is a collection of people and organisations that work together to make sure that healthy, sustainable, locally produced food is available to everyone living in Lambeth.

To achieve this aim IEL is:

- **Developing a food strategy**

- **Mapping existing and developing activities**

- **Connecting and creating food growing in allotments, community growing spaces and at home**

- **Developing a local food economy**

- **Celebrating good quality, local food**

Following an introductory planning meeting, a mapping team was established to use the Local Food Web Mapping Toolkit in Brixton. The scope of the mapping was determined by a focus on food retailers with an interest in supporting and strengthening the local economy. It was decided that an easy way to identify such businesses was to map local food retailers accepting the local currency – the Brixton Pound as

these retailers were already more likely to be exploring relationships with local producers and processors.

The core food web mapping provides the starting point for more detailed food web mapping in Lambeth and will be an integral component of the development of a Lambeth Food Strategy.

For more information visit:
http://www.incredibleediblelambeth.org/

TOTNES

One of the original local food web mapping projects supported by the Campaign to Protect Rural England was located in the town of Totnes in Devon. The mapping built on the energy and momentum of the town's Transition Town Totnes (see: **http://www. transitiontowntotnes.org/groups/food**) and in particular the very active food group. For more on the Transition movement generally, see **http://www. transitionnetwork.org/**

Local food web mapping in Totnes tested and helped to develop many of the tools now incorporated into this Toolkit. The full report of this work is available from CPRE and provides details of the project, the key findings and recommendations to strengthen the local food web (see **http://www.cpre.org.uk/what-we-do/ farming-and-food/local-foods** (follow the 'update' and 'registration' links to download a free copy of the reports).

MAPPING FOR...
COMMUNITY FOOD CAMPAIGNS

The mapping provides an excellent example of how the understanding that arises from the process can be used to develop campaigns and initiatives.

A key outcome, partly inspired by the mapping process, has been the development of the Totnes Food-Link project. Totnes Food-Link works to bring local processors and producers into direct contact with local end markets, specifically cafés and restaurants. Parallel funding has been received for the development of a Local Food Hub in Totnes. The Food Hub responds particularly to the challenges faced by small, local producers in marketing their produce and will be managed by a co-operative of 50% producer members and 50% consumer members. Its aim is to develop a model that enables producers and consumers to work for mutual benefit, providing a one-stop-shop for the public to a range of produce, thereby allowing producers to concentrate on producing rather than on deliveries, sales and marketing. Producers can get on with what they do best - whether it's making cheese, growing garlic or producing grass-fed beef.

For more on the Transition Town Totnes food group, The Food-Link project and the Food Hub visit: **http://www.transitiontowntotnes.org/groups/food**

CHICHESTER

Local Food Web Mapping to increase the availability of local produce in Chichester.

The city of Chichester is situated within one of the most productive agricultural areas of the United Kingdom, with rich, fertile soils, flat topography and more sunshine than anywhere else in the country. Local food web mapping was carried out to answer the question asked by many local people:

With so much food being produced locally, why is so little sold in Chichester itself?

To answer this question, the food group of Transition Chichester set up a mapping team to use and test a draft version of this Toolkit. Initially, the core mapping focused on retailers within the central retail district of the city – including the farmers' market – but soon expanded its scope to include farm shops and community shops in the rural towns and villages close to the city.

The mapping began with retailers and caterers in Chichester who currently sell the local produce and worked back to their key suppliers. The team quickly learnt that it is important to keep the number of surveys to a manageable level – to start small and do more once the capacity of the team is known.

Key findings of the mapping focused attention on the
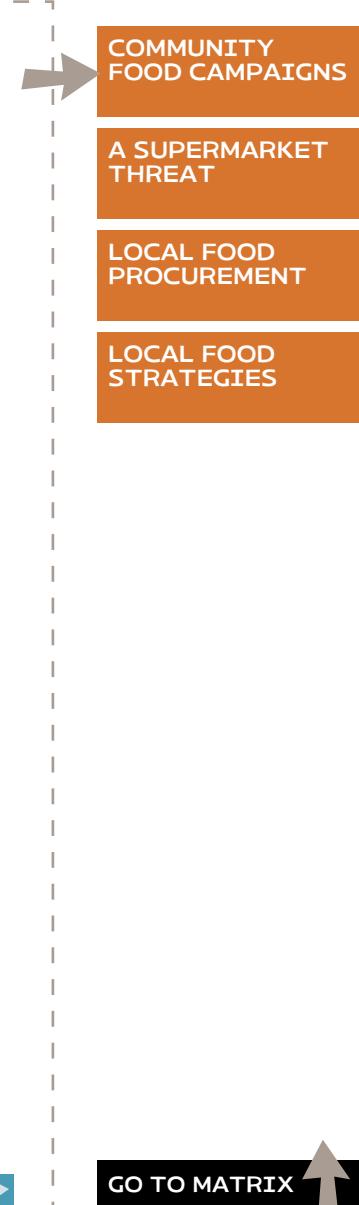
MAPPING FOR...
COMMUNITY FOOD CAMPAIGNS

fact that a lot of local produce was being sold locally though, as they suspected, not necessarily in Chichester itself. It also highlighted the role played by food wholesalers, many of which were based outside the mapping team's definition of 'local' (a 30-mile radius) but still bought, distributed and sold local produce in the Chichester area.

The Chichester mapping team is planning an event to feed back the key findings of the mapping to those who were the subject of the mapping. It will also involve key stakeholders and decision-makers in Chichester (including representatives of the local authority and local politicians) and local people. The aim of the event is to explain what has been achieved and the key findings of the mapping, to explore ways in which the issues could be addressed and to celebrate local food and drink in Chichester.

For more on Transition Chichester visit:
http://www.transitionchichester.org/

TASK 19: CAMPAIGN LAUNCH EVENT

WHAT YOU NEED

Skills

Enough people with energy and experience to help publicise, prepare and run the event. Again, this depends on how big your event (and your community) is, but a core team of at least eight people will avoid stretching your group too thinly. Anyone with organising, presentation or facilitation skills will obviously be a bonus.

Ideally try to involve people who are involved in some capacity in the local food web (local farmers, shop-keepers, restaurateurs) as they will be able to encourage others to participate.

Time

To get the most out of the event, plan for at least two hours – depending on how much you want to achieve, you may need a longer event, or more than one event.

Materials

Thick and fine felt-tip pens (for drawing and altering charts and for participants to use), flip-charts and maps prepared in advance (one of your town or city and one of the wider area around it), coloured Post-it notes, masking tape, clear Sellotape and Blu-Tack.

Recruiting volunteers is one of the main aims of the event so, provide as many opportunities as possible to sign up as a volunteer during the evening, e.g. sign-up sheets on large pieces of flip-chart paper on the wall and a sign-up sheet to pass around towards the end of the event.

COMMUNITY FOOD CAMPAIGNS

A SUPERMARKET THREAT

LOCAL FOOD PROCUREMENT

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CONTINUE

GO TO MATRIX

TASK 19: CAMPAIGN LAUNCH EVENT

WHAT YOU DO

Planning

Objectives
- Raise awareness and generate interest in the campaign
- Widen participation in the campaign, especially local people with useful skills for the mapping project and other activities associated with the campaign
- Gain a clearer understanding of community concerns and opinions and gather information from participants
- Present information about the issues
- Engage with more members of the community
- Stimulate discussion between participants

The location, scale and timing of the event will be determined by the capacity of the people involved, funding and the timescale of the campaign.

Venue
- Large enough (depending on the amount of publicity and invitations you send out) to accommodate the expected number of participants, central, well-known and accessible (public transport and pedestrians) particularly for disabled participants.
- Lots of blank wall space can be useful for posters or activities that involve people writing on flip-charts or using Post-it notes to express an opinion (but make sure you are permitted to use Blu-Tack or tape on the walls).

Duration and timing
You will also need to decide how long the event should be and whether to hold it on a weekday, at the weekend or in the evening. An event lasting two hours may be best held on a weekday evening. Anything longer may need to be planned for an afternoon or day during the weekend.

Planning continued

Who to invite
- Local community groups (WI, church groups, youth groups)
- Residents
- University or college students
- Local green groups
- Local and county councillors and relevant council officers
- Farmers, growers and producers
- Shop keepers
- Representatives from your local Chamber of Commerce
- Your local MP
- Anyone else you think might be interested

Event promotion
- Put up posters and flyers in local shops, community notice boards, libraries, schools, community centres, museums, popular local venues etc
- Via local email networks, websites and newsletters
- If there is a local box scheme, ask if you can put flyers in the weekly box leading up to the event
- Ask producers at your local farmers' market if you can display leaflets on their stall
- Set up a stall at a farmers' market to promote your project and give out flyers to shoppers
- Write a press release about your event and send it out to local papers, ensuring you meet their publication deadlines
- Take the time to telephone key people you would like to attend to inform them about the event
- Follow up these calls with a reminder in the week leading up to the event

COMMUNITY FOOD CAMPAIGNS

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TASK 19: CAMPAIGN LAUNCH EVENT

WHAT YOU DO

Suggested event programme

This is a suggested programme describing some activities and items to include in your campaign launch event. You needn't include all of the activities – pick the ones you think will work best for your team and expected participants or include other activities you know about.

IMPORTANT
Don't try to achieve too much. It might be sensible to start with a simpler and shorter event and then build on that rather than try to do too much too soon.
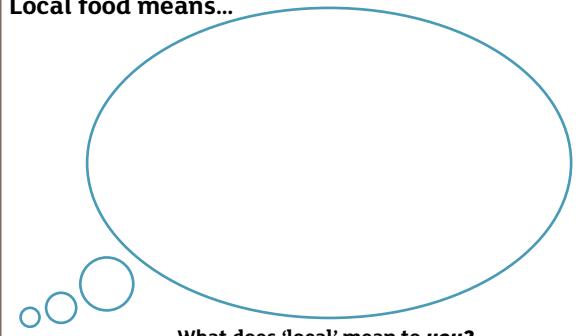
1. **Warm-up question as people arrive**

2. **Welcome and introduction: five to ten minutes**

3. **Inspiration: 15 to 20 minutes**

4. **What do you think? one hour to one and a half hours**

5. **Conclusion: 15 to 30 minutes**

TIP:
Draw the chart on two pieces of flip-chart stuck together – position it on a wall where everyone can see it as they arrive and where everyone can walk up to it – make sure there are plenty of Post-its and pens nearby – point it out to people and ask them to add comments.

---

1. **Warm-up question as people arrive**

WHAT DO YOU THINK?
Local food means...

What does 'local' mean to *you*?
Why do *you* think local food is important?

2. **Welcome and introduction: five to ten minutes**
- Thank everyone for coming
- Point out exits and toilets
- Say what time the event is planned to finish
- Explain why it is happening and what you hope it will achieve (see objectives above, in Planning)
- Encourage people to think about how they could get involved and point out the sign-up sheets

3. **Inspiration: 15 to 20 minutes**
If possible, ask a local producer or a retailer/caterer selling/using local produce to talk for up to ten minutes about:
- Their business – what it is, where it is, what it does, who's involved etc.
- Why they think local produce is important
- What challenges they face and what could help overcome them
- What they think mapping the local food web could achieve

CONTINUE ▶

COMMUNITY FOOD CAMPAIGNS

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TASK 19: CAMPAIGN LAUNCH EVENT

WHAT YOU DO

Suggested event programme continued

4. What do you think? one hour to one and a half hours
Discussion charts
Explain that there are a number of discussion areas to visit and point them out around the room (charts stuck on walls or laid on tables).

Try to keep the number of areas to about four at the most and choose from the activities suggested here, or others that you know of, depending on what it is that you are most interested in finding out.

At each area participants should be encouraged to:
• read the question or questions
• look at what other people have written
• talk with other people and ask what they think
• write comments on Post-it notes and add them to the chart

Members of the team should spread themselves around the room at different discussion areas and facilitate engagement with the charts:
• help people to understand the questions and what they mean
• avoid suggesting responses as this could bias the information provided
• encourage participants to write down comments on Post-its to 'capture' the information
• record additional comments and direct quotes on flip-charts at the discussion area or in note books.
• encourage people to participate by asking them what they think, if they agree or disagree with what others have said and why.

A list of action and discussion charts that you could use is given below.

5. Conclusion: 15 to 30 minutes
Thank everyone for participating and make sure that everyone who would like to be involved in the mapping work has registered their name and contact information.
Ask volunteers to say what they see as the most important issues or concerns that have come out of the event.
Ask if there are any questions about the campaign or the mapping work.

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TASK 19: CAMPAIGN LAUNCH EVENT

WHAT YOU DO

Action and discussion charts

A range of options for the charts you could use and what they could help you to find out are given below. Remember, if you are expecting a lot of participants your charts may need to be drawn on two pieces of flip-chart paper stuck together. On all charts, participants could either write on Post-its and stick them on the charts or write directly onto the chart.

Mind map – core mapping TASK 2
Use to:
- determine the range of issues people are concerned about with regard to the local food web or local food generally, for example, by asking: **Local produce – what are the key issues?**
- stimulate discussion about specific issues if these are already understood, for example, by asking: **What makes access to local produce difficult?**
- identify who is active in the food web by asking: **Who is doing what in your local food web?**

Knowledge Map – core mapping TASK 3
Use to:
- gather spatial/geographical information
- identify where businesses are located
- locate who is doing what where
- understand issues regarding access to local produce
- stimulate thinking and discussion generally about local food

Action Charts – core mapping TASK 8
Use to:
- gather information on attitudes to local produce
- find out how important local food is and why
- understand issues regarding access to local produce
- stimulate basic thinking on actions to address the issues

TIP:
Ask participants to add comments on Post-its and if possible cluster similar comments together.

Impact charts
A way to focus on specific impacts of local food using spider charts as shown below:

LOCAL

MAIN SOCIAL IMPACTS

What do you think are the main social imapcts of local food?

This is an example showing one of the three charts that should be used together. Replicate, using different colours, to gather opinions on all three themes:
- MAIN SOCIAL IMPACTS
- MAIN ECONOMIC IMPACTS
- MAIN ENVIRONMENTAL IMPACTS

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GO TO MATRIX

TASK 19: CAMPAIGN LAUNCH EVENT
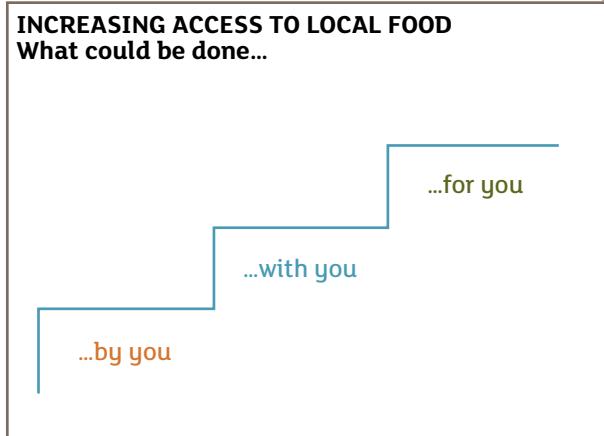
WHAT YOU DO

Action and discussion charts continued

Step charts
A useful chart that encourages participants to think about actions they could take themselves ...**by you** and those that others (say who they are) could take ... **with you and ... for you** to address issues regarding the local food web.
For example:

INCREASING ACCESS TO LOCAL FOOD
What could be done...

...for you

...with you

...by you

Other themes could include:
- Supporting local producers. What could be done...
- Establishing a new farmers' market. What could be done...
- Strengthening the local food web. What could be done...
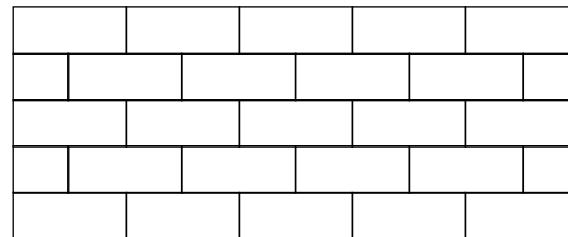
TIP:
Add comments on Post-its and try to link problems with solutions.

Problem Wall – Solution Tree
A simple way to stimulate discussion on challenges and possible solutions using two linked charts.
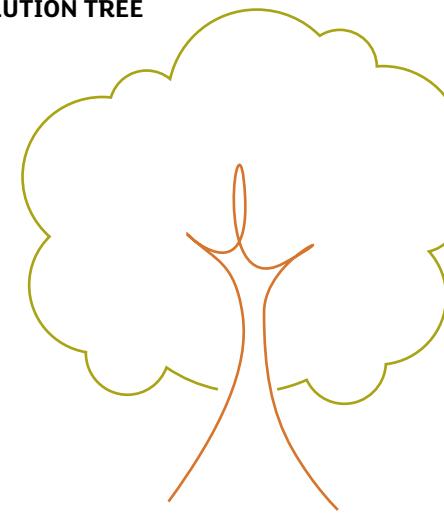
PROBLEM WALL
What are the main problems about buying local produce?

SOLUTION TREE

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TASK 19: CAMPAIGN LAUNCH EVENT

WHAT YOU DO

Next steps

Explain that the information that has been gathered is the first step in understanding and mapping the local food web and the concerns and interests of local people.
The information can be used to focus attention on specific aspects of the local food web that can be mapped.

Archiving:
Before packing up the charts, make sure that **all the Post-its are stuck down with clear Sellotape** and that the chart is neatly rolled or folded up. Write the date, event title and venue and chart title on the rolled/folded chart so that it can be found easily when you come to analyse the information. Alternatively complete an archive form using TOOL 14.

Analysis:
The information you have collected is mainly qualitative information, i.e. peoples' opinions and what they think and feel about the issues raised. It is difficult and complicated to convert this information into easy-to-handle data spreadsheets (involving coding the different comments that are made) and without experience it is time-consuming and complex.

The best way to analyse the information from the verification charts is to use TASK 10, the **group analysis workshop,** as soon as you can after the event has finished. Any mapped information of business and other locations could be converted into a data spreadsheet using TOOL 15 the **Knowledge Map Spreadsheet template.**

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TASK 20: ACTION PLANNING EVENT

WHAT YOU NEED

Skills

Enough people with energy and experience to help publicise, prepare and run the event. Again, this depends on how big your event (and your community) is, but a core team of at least eight people will avoid stretching your group too thinly. Anyone with organising, presentation or facilitation skills will obviously be a bonus.

Ideally, try to involve people who are involved in some capacity in the local food web (local farmers, shopkeepers, restaurateurs) as they will be able to encourage others to participate.

Time

To get the most out of the event, plan for at least two hours – depending on how much you want to achieve, you may need a longer event, or more than one event.

Materials

Thick and fine felt-tip pens (for drawing and altering charts and for participants to use), flip-charts and maps prepared in advance (one of your town or city and one of the wider area around it), coloured Post-it notes, masking tape, clear Sellotape and Blu-Tack.

TASK 20: ACTION PLANNING EVENT

WHAT YOU DO

Planning

Objectives
- **Feed back the findings of the mapping to people in the local community**
- **Generate discussion and debate around the findings – do participants agree or disagree with what has been said**
- **Allow participants to explore what actions could be taken to address the issues and concerns**
- **CELEBRATE THE LOCAL FOOD WEB**
- **Provide an opportunity for local people, producers and retailers to meet each other and learn about the people involved in the local food web.**
- Continue to raise awareness and generate interest in the campaign
- Present information about the issues
- Engage with more members of the community
- Gain a clearer understanding of community concerns and opinions and gather information from participants
- Stimulate discussion between participants
- Widen participation in the campaign, especially local people with useful skills for the mapping project and other activities associated with the campaign

The location, scale and timing of the event will be determined by the capacity of the people involved, funding and the timescale of the campaign.

Venue
Large enough (depending on the amount of publicity and invitations you send out) to accommodate the expected number of participants, central, well-known and accessible (public transport and pedestrians) particularly for disabled participants.

Lots of blank wall space can be useful for posters or activities that involve people writing on flip-charts or using Post-it notes to express an opinion (but make sure you are permitted to use Blu-Tack or tape on the walls).

Duration and timing
You will also need to decide how long the event should be and whether to hold it on a weekday, at the weekend or in the evening. An event lasting two hours may be best held on a weekday evening. Anything longer may need to be planned for an afternoon or day during the weekend.
If you are involving local food producers you may want to consider what is the best time of year to hold the event and make it easy for them to participate (i.e. not during the main growing season or at the height of the harvest).

Who to invite
- Local community groups (WI, church groups, youth groups)
- Residents
- University or college students
- Local green groups
- Local and county councillors and relevant council officers
- Farmers, growers and producers
- Shop keepers
- **You could ask producers and retailers to bring local produce to the event and set up informal stalls or provide food and refreshments made using local produce**
- Representatives from your local Chamber of Commerce
- Your local MP
- Anyone else you think might be interested

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TASK 20: ACTION PLANNING EVENT

WHAT YOU DO

Planning continued

Event promotion
- Put up posters and flyers in local shops, community notice boards, libraries, schools, community centres, museums, popular local venues etc
- Via local email networks, websites and newsletters
- If there is a local box scheme, ask if you can put flyers in the weekly box leading up to the event
- Ask producers at your local farmers' market if you can display leaflets on their stall
- Set up a stall at a farmers' market to promote your project and give out flyers to shoppers
- Write a press release about your event and send it out to local papers, ensuring meet their publication deadlines
- Take the time to telephone key people you would like to attend to inform them about the event
- Follow up these calls with a reminder in the week leading up to the event

Preparation

Before the event – compose headline statements
Before the event, ensure that you have a clear understanding of the key findings of your food web mapping. THEME 5 of the **core mapping** suggests how you could analyse the information gathered using TASK 10: **Group Analysis workshop** and TASK 11: **Spreadsheet Analysis**. Turn each of the key findings into clear and succinct headline statements that participants can either agree or disagree with.

These are the starting point for your Action Planning workshop

NOTE
These are just examples – use your own headline statements based on your mapping.

For example, headline statements on consumer attitudes may include:
- **'People buy locally produced food because they are concerned about food miles and the impact of food transport on climate change'**
- **'People choose not to buy locally produced food because it is too expensive'**
- **'People find that locally produced food is not sold in a way that is convenient or easy to access'**
- **'People prefer to buy locally produced food because they know it is fresher'**

Other statements could include:
- **'There are not enough shops willing to stock local produce'**
- **'There is not enough good quality produce being supplied from local producers'**
- **'Local producers prefer selling to large wholesalers and supermarkets than small local shops'**
- **'Local consumers aren't particularly interested in where their food comes from'**

IMPORTANT:
If possible TRY TO KEEP THE NUMBER OF HEADLINE STATEMENTS TO ABOUT TEN OR 15 (20 at the most). More than this will take too much time to address.

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GO TO MATRIX

TASK 20: ACTION PLANNING EVENT

WHAT YOU DO

Preparation continued

Before participants begin to arrive, write each of the headline statements on separate **Verification Bubble Charts** as shown below and stick them to the walls or place them on tables around the venue with Post-its and pens next to them.

There are not enough shops willing to stock local produce

AGREE

DISAGREE

ACTIONS

Remember to stick up a few (three or four) additional empty flip-charts headed OTHER COMMENTS.

If you have a large number of headline statements and are expecting only a relatively small number of participants, you could draw up Bubble Charts as suggested in **TOOL 23:** Verification Chart template, where a larger number of statements are written on a single large chart.

Suggested event programme

TIPS
Draw the chart on 2 pieces of flip-chart stuck together – position it on a wall where everyone can see it as they arrive and where everyone can walk up to it – make sure there are plenty of Post-its and pens nearby – point it out to people and ask them to add comments.

This is a suggested programme describing some activities and items to include in your Action Planning event. You needn't include all of the activities – pick the ones you think will work best for your team and expected participants or include other activities you know about.

1. Warm up question as people arrive
2. Welcome and introduction: five to ten minutes
3. Inspiration: 20 to 30 minutes
4. What do you think? One to one and a half hours
5. Conclusion: 15 to 30 minutes

1. **Warm-up question** as people arrive

WHAT ONE THING WOULD YOU DO TO GET MORE PEOPLE EATING LOCAL

1
THING

Alternative questions you could ask:
– What one thing would you do to strengthen your local food web?
– What one thing would encourage you to buy more local produce?

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TASK 20: ACTION PLANNING EVENT

WHAT YOU DO

Suggested event programme continued

2. Welcome and introduction: five to ten minutes
- Thank everyone for coming
- Point out exits and toilets
- Say what time the event is planned to finish
- Explain why it is happening and what you hope it will achieve (see objectives above, in Planning)

3. Inspiration: 20 to 30 minutes
If possible ask a local producer or a retailer/caterer selling/using local produce to talk for up to ten minutes about:
- Their business – what it is, where it is, what it does, who's involved etc.
- Why they think local produce is important
- What challenges they face and what could help overcome them
- What they think mapping the local food web could achieve

Alternatively, or in addition to this, ask a member of the mapping team to talk about their experiences and why they think the mapping is important and valuable.

4. What do you think? One to one and a half hours Bubble Charts
Explain that there are a number of **headline statements** spread around the room and point them out (charts stuck on walls or laid on tables).
Explain that each headline statement is derived from key findings of the food web mapping. The purpose of this event is to verify these findings with other members of the community.
'This is what we think people have been saying to us – we want to know what you think – have we got it right – and do you agree or disagree with the statements?'

At each Bubble Chart participants should be encouraged to:
- read the question or questions
- look at what other people have written
- talk with other people and ask what they think
- decide whether you **AGREE** or **DISAGREE** with the statement and write **your reasons why** on a Post-it note or directly on the chart.
- write any **suggested actions** to address the issue in the **ACTIONS** bubble
- write any other comments on one of the **OTHER COMMENTS** flip-charts.

Members of the team should spread themselves around the room at different Bubble Charts and facilitate them:
- help people to understand the statements and what they mean
- avoid suggesting responses as this could bias the information provided
- encourage participants to write down comments on Post-its to 'capture' the information
- record additional comments and direct quotes on flip-charts at the discussion area or in note books.
- encourage people to participate by asking them what they think, if they agree or disagree with what others have said and why.

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TASK 20: ACTION PLANNING EVENT

WHAT YOU DO

Suggested event programme continued

Action Planning charts
If the food web mapping has generated suggested actions that could be undertaken by the campaign, you could also use Action Planning charts to verify and prioritise the suggestions. This could be done in tandem with the Bubble charts or at an additional event focused more specifically on Action Planning.

The charts are grids or matrices that aim to:
- present the suggested actions
- verify them by asking participants if they agree or disagree with them and say why
- prioritise them by using sticky coloured dots
- flesh out the actions by asking who should be responsible for doing it and what else needs to be in place

If the grids are clearly drawn (see the template below) they should be self-explanatory.
- participants could work individually or in small groups
- ask participants to read all of the suggestions and discuss with each other before adding comments
- either write directly on the chart or on Post-it notes
- vote individually for your top three suggestions only when you have completed everything else.

5. Conclusion: 15 to 30 minutes
Thank everyone for participating and ask volunteers to say what they see as the most important issues or concerns that have come out of the event.

Ask if there are any questions about the campaign or the mapping work.

ACTION PLANNING GRID					
SUGGESTED ACTION	VOTE TOP 3	AGREE say why	DISAGREE say why	Who needs to do what?	What else needs to happen?

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TASK 20: ACTION PLANNING EVENT

WHAT YOU DO

Next steps

Explain that the information that has been gathered can be used to plan the next stage of the local food campaign and to help decide what actions the campaign could focus on.

Archiving:
Before packing up the charts make sure that **all the Post-its are stuck down with clear Sellotape** and that the chart is neatly rolled or folded up. Write the date, event title and venue and chart title on the rolled/folded chart so that it can be found easily when you come to analyse the information.

Alternatively, complete an archive form using **TOOL 14.**

Analysis:
The information you have collected is mainly qualitative information, i.e. peoples' opinions and what they think and feel about the issues raised. It is difficult and complicated to convert this information into easy-to-handle data spreadsheets (involving coding the different comments that are made) and without experience it is a time-consuming and complex.

The best way to analyse the information from the verification charts is to use **TASK 10**, the **group analysis workshop,** as soon as you can after the event has finished. Any mapped information of business and other locations could be converted into a data spreadsheet using **TOOL 15**, the **Knowledge Map Spreadsheet template.**

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MAPPING FOR...
A SUPERMARKET THREAT

CONTEXT

The threat of a new supermarket can provide strong motivation to understand more about the local food web, and impetus to bring people together and take action to support and strengthen it. This Toolkit itself and the processes it describes are based on food web mapping work carried out by Caroline Cranbrook, a CPRE volunteer in the town of Saxmundham, East Suffolk, in response to a Tesco superstore proposal in the mid-1990s (see example below).

The Toolkit will not attempt to provide guidelines on how to run an anti-supermarket campaign. Each campaign will have a specific motivation, focus and momentum based on the particular situation and the people, organisations and companies involved.

What the Toolkit can do is suggest ways in which local food web mapping could contribute to and strengthen a campaign against a new supermarket.

The most important contribution that the mapping could make is **to provide strong statistical and experiential evidence of the importance of the local food web to the local economy, environment and community.**

Local food web mapping can highlight:

- **the strengths and benefits that local food brings to local culture and the local environment**
- **the contribution local food makes to the local economy**
- **the importance of employment in the local food web**
- **the value placed on local food by people living and working in the community**
- **the vulnerabilities of the food web and potential negative impact of large-scale food retail development**

In addition, the mapping could establish a baseline or snapshot of the local food web. This could be used as the basis for monitoring the impact of any changes that occur as a result of new developments. This is particularly important in anti-supermarket campaigns and provides important evidence for other campaigns elsewhere.

The Toolkit can be used to produce highly visual and easily accessible information in the form of charts and maps. This can help campaigners present this extremely valuable information in a very powerful manner.

RESOURCES

For some very useful advice and tools visit the Friends of the Earth Website **http://www.foe.co.uk/** and search for the words 'how to'. In particular look at their 2005 Briefing: How to … oppose a supermarket planning application **www.foe.co.uk/resource/briefings/campaigning_against_supermarkets.pdf**). The Campaign to Protect Rural England also has a useful site with lots of information and guidance: **http://www.planninghelp.org.uk/** There is also useful information provided by Corporate Watch at **http://www.corporatewatch.org/** (search in 'Research' for 'Food and Agriculture' and the document 'Checkout Chuckout')

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STEPS:
PLANNING

CONSIDERATIONS

A response to a supermarket threat will usually build upon significant antipathy and negative reaction from the community, often involving large numbers of people from different backgrounds. The local food web mapping project won't necessarily be starting from scratch, but will be part of a bigger campaign that is probably already up and running. This may make some of the organisation and planning of food web mapping easier.

- **There may be a number of volunteers with useful skills looking for ways to get involved in the campaign**

- **The campaign group may already be holding regular meetings and events making some of the initial mapping planning easier to arrange**

- **Local food retailers and producers are more likely to participate in the mapping if they can readily see the value the campaign could have for their businesses**

- **It will offer a specific activity with many clear and immediate benefits for the campaign for local volunteers to get involved in**

- **It offers a valuable way to raise awareness in the community about the local food issues**

- **It will also contribute towards mobilising the community to address the issues and take action to support the local food web**

The specific focus of the campaign and the interests of the community will determine the direction and focus of the food web mapping. The planning tools included in THEME 1 of the core mapping will provide some suggestions of how planning meetings could be structured and what to include.

It is extremely important to recognise that supermarket developers will make specific claims to back up their arguments in supporting their proposals. The mapping should try to counter these claims and focus information-gathering on data that responds to and refutes them. This is particularly relevant with regard to data on the following:

Employment – developers will claim that supermarkets will generate employment. Counter this with data on the number of people employed in the local food web, in particular those in full-time employment. These jobs will be threatened by the development and often replaced by low-skilled part-time jobs.

Economic benefit – claims of the economic benefits supermarkets will bring (revenue generated) should be countered with data on the economic value of local food production and retailing and the benefits this brings to the local economy. Most of the supermarket's revenue leaves the local area.

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Environmental impact – food transport associated with the local food web is considerably less than that associated with supermarket distribution from regional and national depots. The mapping can collect data to back up this comparison of food miles.

Culture and community – the specific case studies and stories that you have gathered during mapping can be used to add a personal human dimension to your campaign. Real stories about the history of local businesses, the people involved and their importance to the culture and community of your town or city can have a massive impact on the campaign and the way local people engage with it.

When planning your campaign, you should ensure that the mapping focuses on these aspects of the local food web and that any reports or press releases present the information clearly and powerfully.

RESOURCES

CORE MAPPING THEME 1:

TASK 1: MEETING PLAN

TASK 2: MIND MAPS

TASK 3: KNOWLEDGE MAP

EVENTS

CONSIDERATIONS

Campaigns responding to supermarket threats are likely to involve awareness-raising and mobilisation events and gatherings. The campaign launch event (TASK 19) could either be used as a distinct event to raise awareness and plan the campaign or included as part of a wider awareness-raising and action-planning event.

The event could include:

- **presentations of the supermarket proposals**

- **discussions about the proposal's potential impact**

- **participatory tools to gauge opinion about local food**

- **suggestions for alternatives to the supermarket proposal**

- **responses and considerations from representatives of the local authority**

- **knowledge maps and action charts to gather information about concerns and interests with regard to the food web**

- **presentations to inspire people to support the anti-supermarket campaign**

- **a celebration of the local food web and the people and businesses involved**

MAPPING FOR...
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worth considering expanding any mapping to include the independent non-food retail sector as well (see the Ledbury mapping case study).

MAPPING

CONSIDERATIONS

The core mapping process could be an integral component of the anti-supermarket campaign. It will galvanise the group, provide a specific focus for its activities and provide evidence to feed into the campaign, building on the findings of the launch event.

The core mapping guidelines will explain what is required, how to decide what to map and how to carry out the mapping.

It is important to incorporate any key findings of the launch event into the questions that are asked and the specific focus of the mapping. The mapping could test or provide evidence for these findings.

If a more specific focus (e.g. the likely effect of a new supermarket on business and employment) is required, the more mapping guidelines should also be used.

It is also worth acknowledging that the potential impact of a new large-scale retail development could go beyond the local food web. For this reason it may be

ACTION PLANNING

CONSIDERATIONS

It is important to feed back the findings of the mapping to people in the local community and to representatives of the local authority. This will help to facilitate discussion of the key issues and concerns, and an exploration of what actions could be taken.

More mapping of consumers (THEME 10) focuses on verifying findings and exploring actions and should be included as an additional mapping activity.

Perhaps the best way to feed back information and decide what happens next is to hold an action-planning event.

The event could include:

- **Presentations of the campaign findings to community members and other key stakeholders and decision-makers from the local authority**

- **Participatory verification of the key issues and suggested actions**

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- **Further exploration of ways in which the issues and concerns could be addressed**

- **Presentations from people who have participated in the mapping and the campaign**

- **A celebration of the local food web through displays, stalls and provision of local produce to event participants**

It is important to involve representatives of the local authority in the action planning event so that they can understand the process involved and the validity of the approach adopted. You may also want to involve representatives of the supermarket and developers for the same reason. The event can be used to illustrate the strength of the evidence presented and the commitment of the community to the campaign.

RESOURCES

MORE MAPPING THEME 10:

TASK 18: VERIFICATION CHARTS

TASK 20: ACTION PLANNING EVENT

EXAMPLES:

SAXMUNDHAM

The original Local Food Web Mapping initiative used successfully to counter a supermarket planning application.

In 1998, Caroline Cranbrook, a CPRE member and active volunteer, grew concerned about the impact of a proposed superstore on her local market town of Saxmundham in east Suffolk. Caroline developed and used a survey questionnaire to map her local food web and was able to prove just how important a healthy local food network was to the town. In addition to being highly interdependent and supporting each other, the producers, wholesalers and retailers were also underpinning a wide range of other businesses, such as builders, electricians, banks and accountants. They provided considerable local employment and brought great social benefits to the community.

She showed how the lives of people and the success of rural businesses could be damaged by a new supermarket development. The planning application for the new store was turned down. Caroline Cranbrook's research has shown that, since then, the food web has thrived, together with local businesses and jobs. Caroline's research resulted in the publication of a number of reports, including 'The Real Choice: how local foods can survive the supermarket onslaught'.

MAPPING FOR...
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It also provided the basis for CPRE's mapping local food webs programme and the development of tools and resources that were used in its 19 project locations. These in turn have been used to develop this Local Food Web Mapping Toolkit.

For more information on this work visit: **http://www.cpre.org.uk/what-we-do/farming-and-food/local-foods**

LEDBURY

Local Food Web Mapping extended to include all independent local retailers to counter a supermarket planning application.

Ledbury was the smallest of three towns mapped in the West Midlands (alongside Shrewsbury and Kenilworth) as part of CPRE's initial mapping local food webs programme in 2009 and 2010.

At the same time as the food web mapping was happening, Ledbury was facing dual planning applications from both Tesco and Sainsbury's for two large supermarkets on the same industrial estate on the outskirts of the town. Many local residents and businesses were concerned that the development of large supermarkets in this location would divert trade from the town centre, undermining it and seriously threatening the existing network of outlets selling local food.

The CPRE-supported local food web mapping project was therefore extremely timely. Draft findings and data from the mapping had an important impact on the debate and helped to provide evidence of the importance of the local food web to the local economy, community and environment. This undoubtedly contributed to the decision by Tesco to withdraw its application days before it was to be decided upon. The CPRE report on the mapping and its findings was published in February 2012, just days before Herefordshire Council's Planning Committee met to discuss the second application by Sainsbury's. The report's key findings provided strong evidence of important arguments against the application and again played a significant part in the refusal of the planning application.

The full report of the CPRE-supported mapping project is available at **http://www.cpre.org.uk/what-we-do/farming-and-food/local-foods** (follow the 'update' and 'registration' links to download a free copy of the report).

The mapping team extended the original food web mapping using the findings as a baseline against which changes could be monitored. They saw this not only as a way to update the information but to understand the impact of recession on local businesses and to monitor the growth and development of the local food economy. Additional questions were asked relating specifically to issues about the potential impact of the supermarkets as well as the effect of the local food campaign and the economic recession.

MAPPING FOR...
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Perhaps most interesting was the realisation that mapping data provided strong evidence of the importance of the independent retail sector as a whole. As a result of this, the mapping team decided to extend the scope of the mapping to include all independent retailers and not focus only on food and drink retail.

The specific reasons for carrying out the mapping meant that the businesses were very keen to be included. Re-mapping of many of the businesses was also much easier, as there already existed a clear understanding of what was required and why. In fact, many of the businesses took away the questionnaires and completed them without the need for an interview.

An important result of the mapping process itself was that it helped to raise awareness among the retail businesses and brought about a change in emphasis towards sourcing produce from local producers. The survey also helped to develop awareness among consumers, retailers and producers of the vibrancy and diversity of the local food economy.

For background information on the Ledbury campaign visit:
http://www.saveledbury.com/protect-our-town/
http://www.corporatewatch.org/?lid=4077

Following the CPRE mapping project, the team of mapping volunteers established the Ledbury Food Group to continue raising awareness of and promoting food and drink local to Ledbury.
http://ledburyfoodgroup.wordpress.com/

MAPPING FOR...
LOCAL FOOD PROCUREMENT

CONTEXT

While local food shops and catering outlets are the most visual way in which food is supplied, it is important to acknowledge the importance of food provision through large institutions. Schools, universities, hospitals, care homes, prisons and other public and private institutions buy in raw and processed food to be provided or sold as meals to staff and service users – and the amount they provide can be highly significant.

Local food campaigners are particularly interested in increasing the amount of local food provided in this way. Small changes in procurement policy can have a massive impact on the local food web and the amount of local food that is ultimately consumed locally. This in turn brings major local economic and environmental benefits. It can also specifically influence local food consumption by many of the most vulnerable members of the local community.

Influencing procurement policy can be highly political as it involves complex contracts, significant vested interests and large amounts of money. However, the role mapping can play in addressing local food procurement should not be underestimated.

Local food procurement mapping can:

- **quantify the amount of local food being provided by local institutions**
- **identify existing relationships between local food producers and local institutions**

- **draw attention to inadequate local food procurement policy**
- **identify potential relationships between producers and institutions**
- **explore the factors that influence procurement decisions**
- **identify ways in which obstacles to increased local food procurement could be addressed**

STEPS:
PLANNING

CONSIDERATIONS

Mapping of local food procurement can be a powerful tool in raising awareness of the current procurement situation and providing a useful starting point for discussion.

Begin by identifying key institutions in the study area that either currently procure local food or drink or who could potentially do so. Using the Knowledge map (TASK 3), the mapping team could 'download' its existing knowledge and identify any gaps in understanding of the current situation.

Mind maps (TASK 2) could be used to identify what is already known about the key stakeholders in the procurement of local food and drink – the individuals and organisations who make decisions regarding procurement policy and food procurement contracts.

CONTINUE ►

MAPPING FOR...
LOCAL FOOD PROCUREMENT

Perhaps the most difficult aspect of procurement mapping is identifying who to talk to – the person or people who take responsibility for procurement in the different institutions and organisations involved.

- **In many institutions, food provision and catering is contracted out to specialised catering companies (such as Eden Foods, Brakes, Scholarest, 3663 etc.)**

- **Catering department managers decide who gets the contracts, but may have little control over where produce is sourced**

- **In commercial companies, the procurement managers are often called buyers and catering procurement may be just a small part of their overall responsibilities**

- **In many schools, hospitals and prisons, the catering staff you see in the kitchen aren't working for the school or the local authority, but for the catering company appointed by the local authority**

Initially, procurement mapping may be doing just that – mapping the present situation to gain an understanding of who is buying what from where. However, it is highly likely that ultimately the purpose of the project will be to influence procurement policy and increase the amount of local produce being procured. Identifying who to approach and engage with may vary around the country and in different local authorities, and arranging interviews may not always be easy.

RESOURCES
CORE MAPPING THEME 1:
TASK 1: MEETING PLAN
TASK 2: MIND MAPS
TASK 3: KNOWLEDGE MAP

MAPPING

CONSIDERATIONS

In core mapping, the initial focus was on retailers who currently sell local produce. By mapping these businesses first, the survey identified producers already supplying their produce locally.

In the same way, local food procurement mapping should try to focus on those institutions that already provide meals using local produce. This in turn identifies the producers supplying these institutions either directly or through contracted catering companies. These relationships and connections represent the starting point for initiatives to increase local produce procurement by building on what's already there and what already works.

The process of local produce procurement mapping should begin by using the **Procurement questionnaire (TOOL 24) and the Procurement Data Collection Spreadsheet template (TOOL 25).**

MAPPING FOR...
LOCAL FOOD PROCUREMENT

This can be used to collect the basic information used to generate charts and maps. The mapping team may want to consider using the questionnaires as the basis for telephone interviews if it is difficult to arrange meetings with the individuals concerned.

Specific questions on how decisions are made regarding contracts and local procurement should be based on the particular situation but could include:

- **What criteria do you use to make decisions on catering and food-provision contracts?**

- **How much of the food and drink that you buy is sourced locally?**

- **What makes it difficult for you to source more of your food and drink from local suppliers?**

- **How could these obstacles be overcome?**

- **What needs to happen and who needs to do what?**

- **What could you do?**

- **Does your organisation have policies aimed at supporting the local economy and local businesses?**

- **How do these policies impact on food procurement and catering?**

- **How important is it for you to reduce the environmental impact of your catering operations?**

RESOURCES

TOOL 24: PROCUREMENT QUESTIONNAIRE

TOOL 25: PROCUREMENT DATA COLLECTION SPREADSHEET TEMPLATE

COMMUNITY FOOD CAMPAIGNS

A SUPERMARKET THREAT

LOCAL FOOD PROCUREMENT

LOCAL FOOD STRATEGIES

TOOL 24:
LOCAL FOOD PROCUREMENT QUESTIONNAIRE

CODE NUMBER	DATE	RESEARCHER

Business/Institution name

Contact person + role

Address

Postcode

When was the business/institution established?

Phone

Email

Website

Good times to contact

**A. TYPE OF INSTITUTION
tick one box**

School ☐

College/University ☐

Hospital ☐

Care Homes ☐

Prison (+ other penal) ☐

Local authority offices ☐

Other ☐

B. KIND OF INSTITUTION

Public/Statutory ☐

Private ☐

C. CATERING ARRANGEMENTS

All food prepared in an onsite kitchen ☐

All food prepared off site ☐

Combination of both ☐

Other: ☐

D. FOOD AND DRINK PROCUREMENT SET-UP

Contracted out to a catering company ☐

Procured from a wholesaler or food distributor ☐

Procured direct from food and drink producers ☐

Combination of above (say which) ☐

Other: ☐

E. ANNUAL CATERING AND FOOD PROCUREMENT BUDGET (estimated)

<£200,000 specify................................ ☐

£200,000 - £500,000 ☐

£500,000 - £1million ☐

£1 million - £2million ☐

£2 million - £5million ☐

>£5 million specify................................ ☐

F. WHAT PROPORTION OF THE FOOD AND DRINK YOU PROVIDE IS SOURCED LOCALLY?

none ☐

0-20% ☐

21-40% ☐

41-60% ☐

61-80% ☐

81-100% ☐

**G. MAIN LOCAL PRODUCE USED
tick one box**

Meat/cooked meat/fish ☐

Dairy/eggs ☐

Fruit/veg ☐

Drinks/preserves ☐

Bread/baked goods ☐

Packaged food ☐

CONTINUE ▷

TOOL 24:
LOCAL FOOD PROCUREMENT QUESTIONNAIRE

CODE NUMBER	DATE	RESEARCHER

Record only the most important suppliers

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	WITHIN 30 MILES?
WHOLESALERS/ DISTRIBUTERS: **Type of produce:**			
INDIVIDUAL SUPPLIERS: FRUIT			
VEGETABLES			
DAIRY PRODUCTS			
EGGS			
BAKED GOODS			

CONTINUE

TOOL 24:
LOCAL FOOD PROCUREMENT QUESTIONNAIRE

CODE NUMBER	DATE	RESEARCHER

Record only the most important suppliers

TYPE OF PRODUCE	SUPPLIER'S NAME (+ location)	HOW IS THE PRODUCE TRANSPORTED?	WITHIN 30 MILES?
MEAT			
PROCESSED MEAT			
PRESERVES			
DRINKS			
FISH			
OTHER			

CONTINUE

TOOL 24:
LOCAL FOOD PROCUREMENT
FOUR QUESTIONS

CODE NUMBER

1. What criteria do you use to make decisions on catering and food-provision contracts?
What are your procurement policies? How important is local sourcing in deciding where to procure food and drink?

2. For you, what are the main benefits of using locally sourced produce?
What are your main reasons for providing local produce? How could local sourcing benefit your organisation?

3. What are the greatest challenges you face in trying to use local produce?
What makes it difficult for you to use local produce?

4. What opportunities do you see for increasing the amount of local produce you use?
What initiatives would help you to use more local produce?
What other local produce would you like to use?

GO TO MATRIX

MAPPING FOR...
LOCAL FOOD STRATEGIES

CONTEXT

Childhood obesity, climate change, peak oil and rising prices are all current issues that are making us think about our food and the need to create more sustainable and resilient food systems. Although many of these issues may seem beyond the control of the individual, there is a lot that can be done to create change at a community level. A Food Strategy can provide a vehicle for not just identifying actions, but for raising the issues across all sectors of the community and making the connections between food, health, the environment and the economy.

Exploring ways of re-localising food production and shortening supply chains will offer opportunities for creating employment and increasing economic prosperity. Reconnecting consumers, and particularly children, with how their food is produced and where it comes from deepens an understanding of the value of food and its relationship to health and the environment. The celebration and enjoyment of good food, locally produced brings communities together and creates opportunities to combat social problems. Taking a strategic approach will encourage cross-sectoral, joined-up work throughout the community, resulting in more effective outcomes.

Local food web mapping can play a significant role in the process of developing a Food Strategy and contributing to other important planning tools such as Neighbourhood Plans. The activities and tools described in the Toolkit can be used and adapted to gather, analyse and present information and help build a picture of the way the food web works and who's involved. Additional mapping themes can help to extend the scope of the mapping to include wider aspects of the food system beyond the production, supply and consumption of local produce.

Planning reforms in 2011/12 have created new opportunities for communities to influence the planning of the area in which they live and work. Neighbourhood Plans can be used to develop a shared vision for neighbourhoods that might include choosing where new homes, shops and offices and other development should be built. Neighbourhood Plans are community-led and can be written by town or parish councils, or where there is no town or parish council by a specially-created neighbourhood forum. Local food web mapping and the tools set out here can also help identify the issues relating to food including local food growing and food retail that should be addressed in your Neighbourhood Plan.

Find information and guidance on neighbourhood planning at
- **http://www.planninghelp.org.uk/** (search in the 'Resources' section for *How to shape where you live: a guide to neighbourhood planning*).
- **http://www.acs.org.uk/en/Advice/planning-for-diverse-local-centres/** (in particular the *Planning for Diverse Local Centres* guide and the *Further information booklet*).'

COMMUNITY FOOD CAMPAIGNS

A SUPERMARKET THREAT

LOCAL FOOD PROCUREMENT

LOCAL FOOD STRATEGIES

CONTINUE

GO TO MATRIX

MAPPING FOR...
LOCAL FOOD STRATEGIES

STEPS:
PLANNING

CONSIDERATIONS

The development of a Food Strategy should be based on comprehensive, community, wide consultation. This will ensure that it gains the support and endorsement of all stakeholders and residents in order to be effective and meaningful.

The first stage of consultation should identify and prioritise existing work and new actions with relevant stakeholders – businesses, community groups, residents' associations, statutory agencies.

The Toolkit provides guidance on how this could be achieved through the use of participatory workshops focused on particular interest areas such as health, education, waste. The tools included in TASK 19: Campaign launch event and in TASK 8: Action Charts could be adapted to achieve this.

Other issues to consider

- **For a food strategy to be effective, it should be wide-ranging and cover all relevant issue areas, not just local food production and supply but also (for example) health, economic development, education and waste**

- **It will be important to create a sense of 'ownership' for the strategy so that it remains a live document rather than gathering dust on a shelf**

- **An independent organisation such as a Food Partnership may be set up to lead on both the development and future monitoring of the strategy**

- **A food strategy can pull together existing actions and targets from other strategies rather than create new areas of work**

- **The strategy should include clear timelines and targets in order to monitor progress and celebrate achievements**

- **Clear distinctions should be made between work which is happening or can happen as part of statutory responsibilities and aspirational activities which may require new funding**

- **Developing a food strategy is a lengthy process – but that process is as important as achieving the finished result. It is a means of raising the issues with a variety of stakeholders, creating links and recognising new opportunities**

RESOURCES

CORE MAPPING:

TASK 8: ACTION CHARTS

MAPPING FOR A COMMUNITY FOOD CAMPAIGN

TASK 19: CAMPAIGN LAUNCH EVENT (SUGGESTED TOOLS)

COMMUNITY FOOD CAMPAIGNS

A SUPERMARKET THREAT

LOCAL FOOD PROCUREMENT

LOCAL FOOD STRATEGIES

CONTINUE ➡

GO TO MATRIX

MAPPING FOR...
LOCAL FOOD STRATEGIES

MAPPING

CONSIDERATIONS

Local Food Web mapping can contribute to the development of the Food Strategy in many ways:

- **Raising awareness about what is already happening where**

- **Getting people involved in the Food Strategy by participating in the mapping**

- **Building a picture of the local food web as a basis for understanding where there may be obstacles and gaps**

- **Supporting and strengthening the local producers, processors and retailers of local food and drink as described in core mapping.**

However, the mapping for a Food Strategy would go beyond mapping the food web. The process can be adapted and extended to include:

– Mapping of the existing local authority development policies and strategies within which food has or could have a role – using **Mind Maps: TASK 2**. These may include policies within economic development strategies, sustainability strategies and policies addressing climate change.

– Mapping the people and organisations who are involved in local food initiatives and promoting localisation of the food system – going beyond the core mapping of producers and retailers of local food

and drink. This can be used to help develop a Food Partnership.

– Mapping of productive land within and around a community and the identification of potential new land for food production. The core mapping guidelines describe how to collect and handle such data so that it can be mapped (see **TASK 11: Spreadsheet analysis** and **TASK 13: Generating maps**. You could also use mapping tools specifically geared towards land use mapping – for example Food Mapper (**www.foodmapper.org.uk**).

– Mapping of food procurement to identify potential for increasing the amount of local produce being procured by local institutions using mapping for... local food procurement.

As the mapping process becomes more complex, involving more themes and sets of data, it may become necessary to bring in outside expertise. The analysis, interpretation and presentation of multiple layers of mapped information is referred to as a Geographic Information System or GIS. Many local authorities have specialist GIS experts and the necessary software programmes (which are often very expensive) to manage such information.

MAPPING FOR...
LOCAL FOOD STRATEGIES

RESOURCES

CORE MAPPING THEMES 1 TO 6

TASK 2: MIND MAPS

TASK 11: SPREADSHEET ANALYSIS

TASK 13: GENERATING MAPS

MAPPING FOR... LOCAL PROCUREMENT

Food Mapper: **www.foodmapper.org.uk**

EXAMPLES:

BRIGHTON AND HOVE

Local Food Web Mapping as an integral part in the creation of the Brighton and Hove Food Strategy: 'Spade to Spoon'.

The description of how local food web mapping can be used in the development of a Food Strategy is largely based on the experience of developing a Food Strategy for Brighton and Hove.

Inspired and initiated by Food Matters, **The Brighton and Hove Food Partnership** began life in 2003 when the Primary Care Trust, City Council, community organisations and individual residents came together to see what they could do to create a more sustainable food system in the city. It now employs ten staff members, delivers food and health work for the PCT across the community, and has initiated a lottery-

funded city-wide project, Harvest, to explore how the city can feed itself in the future. For more information go to **www.bhfood.org.uk**

A food partnership needs to take a systemic approach to improving the food system of a community and so it is important from the outset to understand what that is. One of the first exercises in the development of the strategy for Brighton and Hove was to undertake local food system mapping. As explained above, this not only focused on the local food web (existing relationships between local food producers, retailers and consumers) but also identified:

- **stakeholders in the local food system**

- **if there are food deserts where residents can't access fresh food**

- **how much work is already being done by community groups or statutory agencies**

- **where food is being grown locally**

The strategy acknowledged that understanding how food is grown, bought, consumed, and disposed of in your local community will help identify opportunities and barriers for making change. Mapping the local food web and the additional themes of the local food system can help to achieve this. In addition, it will fulfil one of the most important functions of the partnership – to provide information, as well as an evidence base and demonstration of need on which to build future work.

MAPPING FOR...
LOCAL FOOD STRATEGIES

LAMBETH

Developing a Food Strategy for Lambeth

The lessons learned by Food Matters and the Brighton and Hove Food Partnership are now being applied to the development of a Food Strategy for Lambeth.

A key element of the process (that has started with the work described earlier on mapping the Brixton Pound) will be local food web mapping to build a picture of what is happening already in Lambeth. Additional mapping of growing spaces is being carried out by a local Community Interest Company – City Farmers who are part of Incredible Edible Lambeth (see: **http://city-farmers.co.uk/**).

ACKNOWLEDGEMENTS

BACKGROUND

The concept of a local food web stems from the work of **Caroline Cranbrook**. In 1998 Caroline grew concerned about the impact of a proposed superstore on her local market town of Saxmundham in east Suffolk. She researched the local food network and showed its importance to Saxmundham, and the surrounding towns and villages.

Caroline found that local food producers, wholesalers and outlets depended upon each other and also supported local businesses such as builders and electricians. Local outlets provided an accessible market for new food business start-ups. Keeping local shops open gave people access to good affordable food and places to meet. By providing a market for their produce local outlets enabled farmers to raise livestock which, through grazing, maintains important nature reserves and river valleys.

Suffolk Coastal District Council refused the superstore application and the East Suffolk food web survived and flourished. Caroline's research suggested local food networks with similar benefits exist elsewhere, but further evidence was needed.

MAPPING LOCAL FOOD WEBS

Between 2007 and 2012 the **Campaign to Protect Rural England** (CPRE) developed and led Mapping Local Food Webs, a national project supported by **Sustain**, and funded by the **Big Lottery Fund** through the **Making Local Food Work** programme. The project engaged people in researching their own local food web in up to three towns and cities in each of the eight English regions.

The project aimed to increase the local community's understanding of the size and importance of the local food web and its impact on local people's lives, livelihoods, places and the countryside. It explored the relationships between what people buy and eat and the character of their town and the surrounding countryside. Finally, it aimed to increase support for greater local food production and better supply in local outlets, and to strengthen and secure local food webs across the country.

Individual mapping projects were implemented between early 2009 and late 2010 in 19 towns and cities across the country. The projects employed regional co-ordinators to recruit and support local volunteers to research shoppers' attitudes to local food, identify and interview outlets selling locally sourced food in the core study area, interview a sample of their suppliers, and to run open public meetings and workshops. Reports of these 19 projects entitled 'From Field to Fork' are available from the CPRE website.

DEVELOPING THE TOOLKIT

The **Mapping Local Food Webs Toolkit** has been developed to provide a lasting legacy for the Mapping Local Food Webs project. It brings together the learning, experience and understanding of the mapping process and makes it available to different groups helping them to carry out their own local food web mapping project.

In late 2011 CPRE commissioned **Food Matters** to produce the Toolkit. The 'action pack' of activities and tools developed and used in the 19 mapping projects combined with personal testimony from volunteers and regional co-ordinators provided the starting point. A draft of the Toolkit was tested by volunteer mapping teams and feed back from their experience was used to improve and refine this final version.

The Toolkit was developed and written for CPRE by Ben Messer of Food Matters and designed by Wendy Barratt. The author gratefully acknowledges the contribution of Leonard Gouzin and Victoria Williams of Food Matters and the CPRE staff, co-ordinators and volunteers involved in the original mapping projects.

Development of the Toolkit would not have been possible without the invaluable contribution of Rosemary Moon and Jenny Cole and the food mapping team from Transition Chichester and Peter Boyce and the team from Incredible Edible Lambeth.

Thanks also to Professor Elizabeth Dowler, Dr Moya Kneafsey, Hannah Lambie-Mumford and Alex Inman for their work on the original Mapping Local Food Webs project.

For more information see:

www.makinglocalfoodwork.co.uk

www.biglotteryfund.org.uk

www.cpre.org.uk

Food Matters is a national food policy and advocacy organisation with expertise in participatory development. **www.foodmatters.org**

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GO TO MATRIX