

Community Kitchens in West End Vancouver
LFS 350
December 5, 2015

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Executive Summary

In collaboration with the Food Strategy Implementation Team at the City of Vancouver's Social Policy department, us students from the University of British Columbia conducted field visits and interviews with supervisors of community kitchens, in West End Vancouver. This neighbourhood comprises of Davie village, home to the city's LGBT community. However, the neighbourhood also has a higher percentage of population living below the poverty line, compared to the city, making them vulnerable to food insecurity.

The objective of this study was to assess the type, use and condition of community kitchens and, based on the findings, make appropriate recommendations to support kitchen programming that may be implemented as an approach to address food security issues in the community. In person interviews were conducted with kitchen supervisors, at four different facilities, using a survey provided by our community partner and included questions regarding the use, management and equipment condition. Collected data was compiled using Microsoft Excel and analyzed using bar graphs.

Analysis of the results showed that all the community kitchens surveyed offered different programs for the community. Three out of four kitchens allowed kitchen access only to designated volunteers and staff members. While only two out of the four kitchens were fully equipped to support programming in the community. This suggests that community kitchens closely monitor the changing needs of their neighbourhood in order to appropriately cater to its needs. Also, opening kitchen access to the public may encourage more community members to participate in kitchen programs. Lastly, funding may aid kitchens to expand their infrastructure and afford appropriate equipment for use in kitchen programs. Nevertheless, it must be

considered whether community kitchens serve as long or short term solutions to food insecurity. Are there other aspects of the food system such as government policies or food production which may play a role in decreasing the prevalence of food insecurity?

1.0 Introduction

1.1 Community Partner

Our group worked in partnership with the City of Vancouver to assess the current state of community kitchens in the West End. In this report, we will refer to community kitchens as facilities at which community members can gather to cook and eat. These kitchens are valuable assets to the city because they contribute to the main goals of The Vancouver Food Strategy (VFS). Some of these goals include maintaining food-friendly environments and making affordable, healthy, and culturally affordable food more accessible (City of Vancouver, 2013). Community kitchens are an environment in which both of these goals can be achieved. By 2020, the VFS also aims to augment existing food assets by 50% (City of Vancouver, 2013). The purpose of these goals is to achieve a sustainable food system comprised of diverse community members. Consequently, gaining more information of the usage of community kitchens is a valuable strategy.

1.2 Neighborhood Context

The West End of Vancouver has a large LGBT community, the leading street being Davie Street (City of Vancouver, 2012). Minority groups like the LGBT community often face social isolations, which in turn causes many issues, food insecurity included. This area's children and senior groups are relatively small, as the majority of inhabitants are between the ages 20-39 (City of Vancouver, 2012). Because Vancouver is also multicultural, the city profits from community kitchens that provide a sense of belonging, identity, and social inclusion for the

groups mentioned above who may strive to gain food citizenship. Additionally, the West End's population contains a higher percentage of people below the poverty line in comparison to the rest of Vancouver (City of Vancouver, 2012). This particularly makes this community vulnerable to food insecurity.

1.2.1 Figures

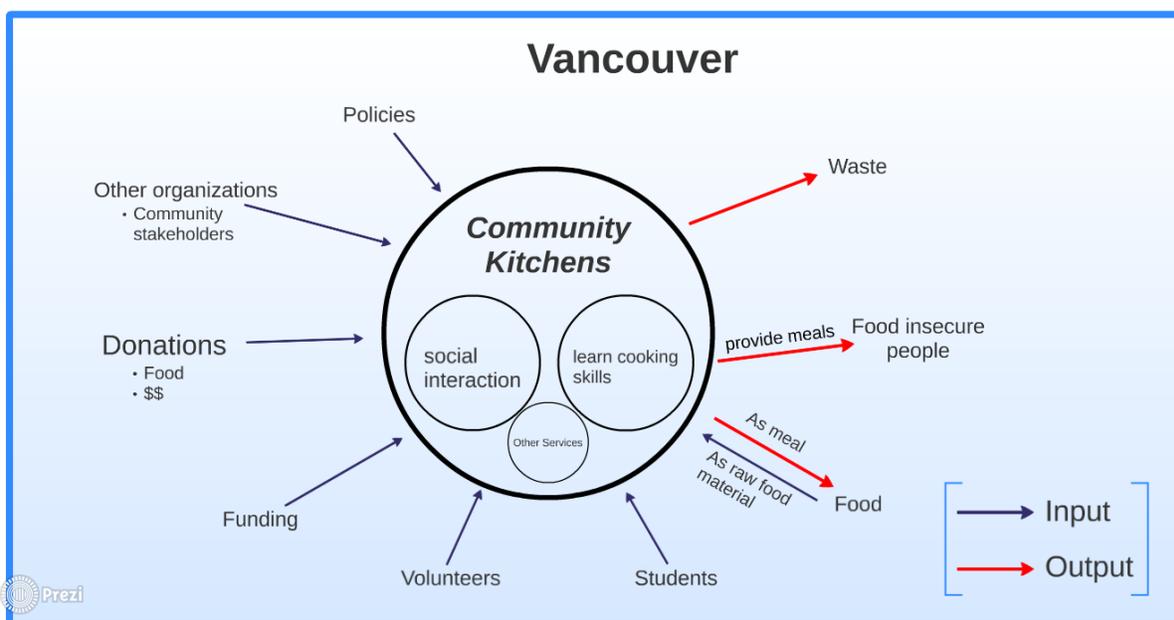


Figure 1. Systems Diagram: Publicly Accessible Kitchens and Interactions with Food System in Vancouver.

1.3 Objectives

The aim of our project was to visit six community kitchens in the West End of Vancouver and interview their managers. The main objectives of our research included collecting information regarding the type, condition, accessibility and use of publicly accessible kitchens. Secondly, we aimed to identify interests in programming, and lastly to analyze our findings to make recommendations that will support current kitchen use and quality of programming.

1.4 Inquiry Questions

Inquiry questions about the kitchen's condition and accessibility include:

How much space is in your kitchen?

Is the kitchen accessible to those with physical disabilities (ramps, elevators)?

Questions about use are as follows:

How often is this kitchen used and by whom?

What kind of meals does the kitchen provide?

Is the kitchen used for specific events?

Lastly, our objectives about programming and making recommendations can be achieved through the following inquiries:

How can the current programming be supported? What further programming are you interested in?

How does the existing equipment benefit the kitchen?

1.5 Significance of Research

This research is a new area of focus for the City, and currently there lacks literature on this asset. The condition of these kitchens affects the types of food and programming available. Additionally, examining these kitchens provides valuable insights to strengthen the city's food system by helping to bridge the knowledge gap and providing a more holistic view of its complex nature.

Community food security is a major part of our food system and is achieved when all members, at all times, have access to culturally appropriate, nutritious and safe food (McCullum, 2015). In addition to addressing this issue, historically, community kitchens teach food skills,

allow groups to meet regularly, and support and empower individuals by giving them a platform to socialize and reconnect with each other (Kuskoff, 2014). In this way, kitchens have been used to build relationships and connect with food.

1.6 Limitations

Because of the limited time frame, our research was conducted using a small sample size. This makes it hard to determine whether or not the kitchens we surveyed depicted a true representation of the West End of Vancouver. Again, because there is no previous data on this asset, we lacked information to compare our findings with. As we were working with members of the community, staff availability and willingness to participate was also a limitation.

This report aims to summarize the methods, results and conclusions made from our findings, and then make recommendations for improving infrastructure and coordination.

2.0 Methodology

2.1 Recruiting Participants

Our community partner provided a list of four community kitchens in the area; however, some did not wish to be interviewed when contacted by email or phone. Consequently, we tracked down other kitchens in the area through online searches, and contacted them in the same manner. We then scheduled times to conduct interviews and tour the facilities. A total of four managers agreed to the kitchen visits.

2.2 Data Collection Strategies

A four part survey was also provided by our community partner. At times the questions on the surveys were difficult for managers to answer, so these questions were often rephrased. Additional questions were asked, especially pertaining to the nature of the programming at the kitchens. Kitchen overview, observations, and usage/management trends were recorded, as well

as post-interview reflections of the kitchens as a whole. Additionally, photographs were taken. Interviews were restricted to thirty minutes, and as a result, some interviews were not as in depth as others.

Ethical considerations were taken to ensure no information was released from the kitchens that was not preapproved and consent forms were signed by all interviewees. It was also important to remain respectful of the interviewees' time and to be nonjudgmental.

2.3 Field Sites

South Grandview Seniors Centre, Vancouver Friends for Life Society, St. Andrew's Wesley Church, and Strathcona Church were the facilities visited.

2.4 Data Analysis

The collected data was compiled and analyzed based on similarities and differences. Once the common responses were identified, graphs were created to demonstrate these trends.

2.5 Limitations

Because interviews were not conducted with individuals who attend the kitchens' programs, our research lacked diverse perspectives. The ability to observe kitchens while in use would have given us a better idea of the functions and needs of these facilities. Additionally, our time frame to conduct these interviews was limited to two months and required the use of class time.

Other limitations include participation bias resulting from managers declining to be interviewed, certain managers answering all questions resulting in asymmetric results, and a lack of previous studies leaving us with no reference point.

3.0 Results

3.1 Findings

The data collected was broken down into five main categories: usage, equipment, kitchen regulations, existing programs, and further interest in building on existing programs. In the following sections, the term “kitchen” refers to the actual kitchen space used to prepare food, and “facility” refers to the overall multi-functional space around the kitchen

3.2 Purpose of kitchens

Three out of four kitchens we visited were commercial style. Two of the three were used mainly to prepare hot meals for daily/weekly events. The other two (one commercial and one domestic) were used mainly to prepare simple meals and cold dishes because hot meals were unable to be made on site; however these kitchens were used to reheat food pre-made elsewhere. Consequently, these kitchens were used less frequently than those where hot meals could be prepared.

3.3 Who uses the kitchen

All four kitchens we visited were mainly used by staff and volunteers. Some were used with community members alongside volunteers from the site. Most facilities were accessible to community members (eg. seniors, on-site volunteers) except for one membership-based facility.

3.4 Equipment

All equipment and appliances were in good condition, except for a few that were not “up to standard”. Utensils were available for public use, except for one facility where they were only available to the members and one only available for staff and volunteers. All facilities were

wheelchair accessible. However, two kitchens were not wheelchair friendly, meaning either the space was too crowded for wheelchair, or countertops/stovetops were too high for reach.

3.5 Kitchen regulations

All four kitchens required food safe certification to operate in the kitchen. One facility had a membership based restriction, thus non-members could not access the kitchen. Some other regulations included times of the day the kitchens were open and accessible, damage deposits, handwashing protocols and rules regarding safe kitchen practices.

3.6 Existing programs and future interest

Some existing programs included cooking classes, lunch and dinner programs, weekly/monthly/year-round events, on-site meetings, and community socialization nights. When asked about future interest in programming and improvements, 3/4 of the kitchens indicated they would appreciate funding for more programming, such as cooking classes. While the fourth kitchen had received a grant from the Canadian School of Natural Nutrition (CSNN) and was already offering cooking classes. 3/4 of kitchens mentioned more space and renovations would help improve and increase current use, allowing them to fit more people in the kitchen and accommodate more programs. 2/4 of kitchens would like to upgrade their equipment and appliances, so they can support diverse meals and become more production-like kitchens. One facility was interested in building a parking lot since attendees used the parking lot of the elementary school opposite the facility. Other interests from kitchens included having a garden to support learning and grow their own food.

3.7 Similarities

In general, the trends from the four kitchens we visited were similar compared to the remaining 24 kitchens visits by other groups in this project. From the collective database, of total 28 kitchens, about 85% were used by staff and on-site volunteers. Kitchens were largely used to prepare food for meetings (24/28 of the kitchens). 12/28 kitchens were used for cooking classes, 10 worked as community kitchens for groups to cook together, and very few were used for business and enterprises. When asked for future interest and possible improvements, 22 indicated that they would like some improvements, in hopes for upgrading equipment and appliances. 12 wanted more programming and 6 had uncertainty of insurance, lack of staff and not enough space. Overall, kitchens would like to be improved so they can support more programming for the community.

4.0 Discussion

4.1 Significance of Findings

Findings from this project can be useful for the City to understand the overall condition and functioning of community kitchens in the West End neighborhood; allowing to plan how best to support current and future programs. Likewise, facilities may use these findings to gain new insights into different program types and strategies to implement them. Finally, students can use these findings to propose suggestions that may strengthen the ongoing efforts geared towards addressing food needs in the community.

4.2 Interpretation of Findings

The assessment of kitchens was primarily done to understand the status of community kitchens and how their goals and interests can be better supported. The data depicts a variation in the type of community kitchens, in the West End neighborhood (see box

1); implying a varied degree of support necessary to address food insecurity. According to Iacovou et al. (2013) community kitchen programs address food insecurity by improving social wellbeing, health and nutritional knowledge of marginalized populations. Since, the neighborhood, when compared to other Vancouver neighborhoods, consists of higher percentage of low-income households (City of Vancouver, 2012); funding support may allow kitchens to acquire appropriate equipment to offer programs that increase affordability and accessibility to food. For example, one of the kitchens received a grant from the (CSNN) and not surprisingly, was the only location that offered cooking classes. Furthermore, it offered programs catered to a wide range of populations, unlike other facilities in the West End, which focused more on seniors aged 65 years and over. The neighborhood also has the “fourth highest density of children of any Local Area in the city” (City of Vancouver, 2012) and is “the “landing pad” for many new newcomers” (City of Vancouver, 2012). Additionally, although a minority, it consists of multicultural groups (City of Vancouver, 2012) whose food needs may be greater (see box 2), or not aligned with the majority. Thus, funding may support the implementation of programs targeting other ages and cultural groups. For example, although in the Strathcona neighborhood, one of the interviewed kitchens, was fundraising to implement programs catering to elementary kids and the surrounding cultural group. Also, access to the kitchen varied in the interviewed kitchens (see Table 1). By setting clear kitchen protocols, other community members, a majority who are aged 20 -39 years (City of Vancouver, 2012) and capable of cooking but may not have access to a kitchen, may be accommodated in a safe manner.

The existence of community kitchen programs and of respective managing teams indicate that small steps to addressing food insecurity are in progress, while the interests in more programming suggests a need in the community. While a variation in the existing purpose of

community kitchens (see table 1) may suggest a varying approach in addressing food security, new interests in programming also indicate that some food insecurity issues were not originally present or visible until now. Periodic assessments of the kitchens may allow for identification of changing needs and evaluation of implemented programs. Also, each kitchen was interested in a different program, indicating that there existed a diverse population, in the area, with varying needs. For example, the West End is also home to the LGBT community and it may have different food security concerns compared to another group. Therefore, considering each group's unique needs may aid organizations in providing appropriate support for kitchen programming.

4.3 Limitations

Though the design of the project brought insight into the type, usage and condition of community kitchens in the West End, it had a few limitations. Nevertheless, rather than posing as challenges, they give insight into aspects that can be pursued in the future. First, the findings are specific to the West End neighborhood and cannot be generalized to other facilities in the city when planning recommendations. However, the specificity suggests that resources used are directed towards addressing actual needs. Second, the project was carried out within a limited time frame, possibly impacting the number of participants recruited. However, due to its novelty, this project served as a pilot study allowing for improvements in its design. Third, while the approach used for recruiting participants was based on trial and error that created uncertainty and delays, it allowed for flexibility to tailor approaches to the response from participants. Lastly, some questions on the survey were not clearly understood by interviewees while others felt redundant to the interviewers. However, the interview process provided insights into how to improve the questionnaire for future assessments.

5.0 Conclusion

Contrary to theoretical knowledge, interviews with kitchen supervisors suggested that community kitchens are not just places that provide food to community members. Rather, they are an ongoing process, requiring a team, a goal, and resources, to address food security concerns by maximizing food accessibility, affordability, knowledge and self-reliance. However, through this project, it is clear that currently, most kitchens are still preparing themselves to address immediate needs of the community. Although the structural components, such as buildings and parking areas, are in place, enhancements in the kitchen infrastructure, equipment, and regulations may allow them to function to their full potential.

5.1 Recommendations

In addition to what has been discussed, there are other recommendations that may potentially benefit community kitchens. During one of the interviews, it was mentioned that when attending, community members used the parking lot of an elementary school opposite the facility (M. Man, Personal Communication, November 18, 2015). Having an allocated parking lot may invite more participants, while making the facility wheelchair accessible will provide convenience for those in need and enable them to benefit from the programs. Also, providing child care facilities may accommodate single parent families in the neighborhood, whilst fundraisers may aid in collecting enough funds in addition to donations from other organizations (For additional recommendations see box 3).

5.2 Future Directions

Nevertheless, some aspects of the project still remain unexplored (see box 4). They may be formed into questions and incorporated into the survey. Also, some of the questions listed on the survey were very similar and restructuring may help decrease the time required and ease the

process for the interviewees. Lastly, it would be interesting to know the perceptions of community members, who use the kitchens, on the condition and role of community kitchens in addressing food insecurity. This, along with the results from our survey may assist in identifying whether community kitchens are a short or long term solutions to addressing food insecurity.

6.0 Critical Reflections

“P”

This community based experiential learning project taught me a lot things. I enjoyed getting out into the community, interacting with the community members and seeing what really occurs at community kitchens, because I never really knew. It was challenging to find kitchens, contact them and convince them to allow us to come interview them. I encountered people that were skeptical of my intentions, which I have never come across before. I was very discouraged at first but then realized that with perseverance it soon paid off. The project itself was also quite different than what I am typically used to doing in university. It required us to collect our own data and we were basically on our own, so that was a learning experience. This taught me some valuable lessons like time management, coordinating schedules with people, trying to divide the work and setting deadlines. Most importantly, I learned that working with a group of people can be challenging and communication is very important. I think all these skills are useful and can be applied to my future career. Now I have a better sense of how some situations will be like in the real world and have a taste of how interacting with different people can be. I feel a little more prepared and confident to face any future obstacles that I may come across.

“A”

Community- based experiential learning (CBEL) was a valuable experience for me because it allowed me to connect my theoretical knowledge learned in class to practical situations. As a result, I think the lessons I learned were more meaningful and will have a lasting impression throughout my academic and professional careers. The opportunity to interact with the community was enlightening and crucial in making the complexities of our food system a bit clearer. Specifically, our focus on community kitchens made me aware of the extent to which they are integrated in food issues like food security. This is a factor I never really considered before. This project also exposed me to the challenges that may arise from working in the community and consequently, I think I will be more equipped to deal with them in the future. The benefits of asset-based community learning and scope change are also lessons I learned from this process. The flexible learning sessions were also very helpful and beneficial to the completion and success of this project. Overall, I enjoyed my CBEL experience and believe it had a significant impact on my learning.

“A”

This community based experiential learning (CBEL) project is definitely new for me, and I really appreciated and enjoyed the process for going out into the community physically, and meeting and talking to the people. The flexible learning sessions were in big help of providing a time and space for our group to meet and discuss about the project, as we suffered a little with communication within our group; it also allowed us a more flexible schedule to arrange visits with the community partners. The use of online platform to record our progress was a little bit confusing at the beginning, but as we go along with project, each time period, each event and each tasks become clearer and start to mark the progress. Overall, the most memorable moment

and enjoyable time for me was the time when I go out in the community with my group members and conducted interviews of our community partners. I learned a lot more different aspects of the community when talking to the people, because they are the ones experiencing whatever is happening right now; and compare to just reading news and facts from text, meeting and interacting with the people in person definitely enriched my understanding of a community.

“P”

I feel very privileged to have been a part of this project. It is rarely, in any class, that I get to acquire such in depth knowledge about a certain topic through a combination of lectures and community engagement. Personally, I feel that both theoretical and practical knowledge are crucial to learning, since eventually our jobs will require us to interact with the community and know how to apply theories in a practical setting. Working as part of a team, for this project, has both tested and allowed me to refine my interpersonal skills such as listening, interviewing, communicating ideas, and accepting criticism. At the same time, it has brought insight into the benefits of working together that come from combining the different strengths of fellow team members.

Additionally, throughout this project, I have really appreciated the flexible learning opportunities since engaging with the community is a very fluid process, without rigid schedules, and therefore they have allowed me to prioritize my work accordingly. Also, through online submissions, such as blogs, I received an opportunity to develop my writing skills in a different genres. Academia has usually warranted submissions of literature reviews, essays, or lab reports. However, writing blogs was a very different and rather enjoyable experience through which I was able to express my emotions while writing a progress report. The most important thing I

have learnt from this experience is that uncertainty is inevitable and only its acceptance will help uncover a path to reach the goal.

“P”

I was really surprised and impressed by how many avenues these community organizations take towards alleviating poverty and food insecurity. Whether it be counseling of STI testing, the places we visited were truly community assets. The people we talked to were very friendly and interested in the project and our academic careers, which made the experience more enjoyable. Also I found connecting with professionals in this area to be quite rewarding. Some were weary of the fact that we were associated with the city of Vancouver and had their own views on the city's bureaucracy.

The field work was definitely more rewarding than blog posting, and during the early stages of blogging the entries sometimes felt forced. This was before we visited the kitchens. Afterwards I found the blog writing to be fun, and thought of it as a way to show the people we interviewed our appreciation. Some kitchens we visited were very small, and as such didn't have the capabilities to host small food-based businesses and some of the other inquiries we made. So I found the respondents saying “no” to many consecutive questions. In general the kitchens and the surrounding eating areas weren't very child-friendly. I think this is an area to improve in the past amongst publicly accessible kitchens, as $\frac{1}{4}$ of food insecure people are children.

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Appendices

Table 1. Summary table of major categories of kitchens in West end

Name	People	Purpose	Frequency	Equipment	Restriction
Vancouver friends for life society	Community members along with staff / volunteers from the site; members of friends for life	cooking classes; make meals for weekly events; brunch and dinner programs	10-12 hr/week	good condition; accessible, wheelchair friendly; not available for public use	membership based
South Granville Seniors Centre	staff on-site volunteer	provide daily lunch for senior for large events for businesses or for-profit enterprises (once/twice per year)	5-6 hr/ day	good condition; accessible, not wheelchair friendly; not available for public use	Food safe certified; Timing of when the kitchen can be used (between 9-5)
St. Andrew's Wesley Church	Staff or paid employee(s) or member(s) Community members along with staff / volunteers from the site	prepare simple meals (ie. sandwiches; no hot meals) reheat food for events	variable due to events	good condition; accessible, wheelchair friendly; open for public use	Food safe certified;
Strathcona Church	church volunteer	serve cold dishes and dry foods during administrative church meetings not for serving hot meal	6 hr/week (barely used)	good condition; accessible, not wheelchair friendly;	Food safe certified Damage deposit Handwashing protocol

		reheat food for events		open for public use	
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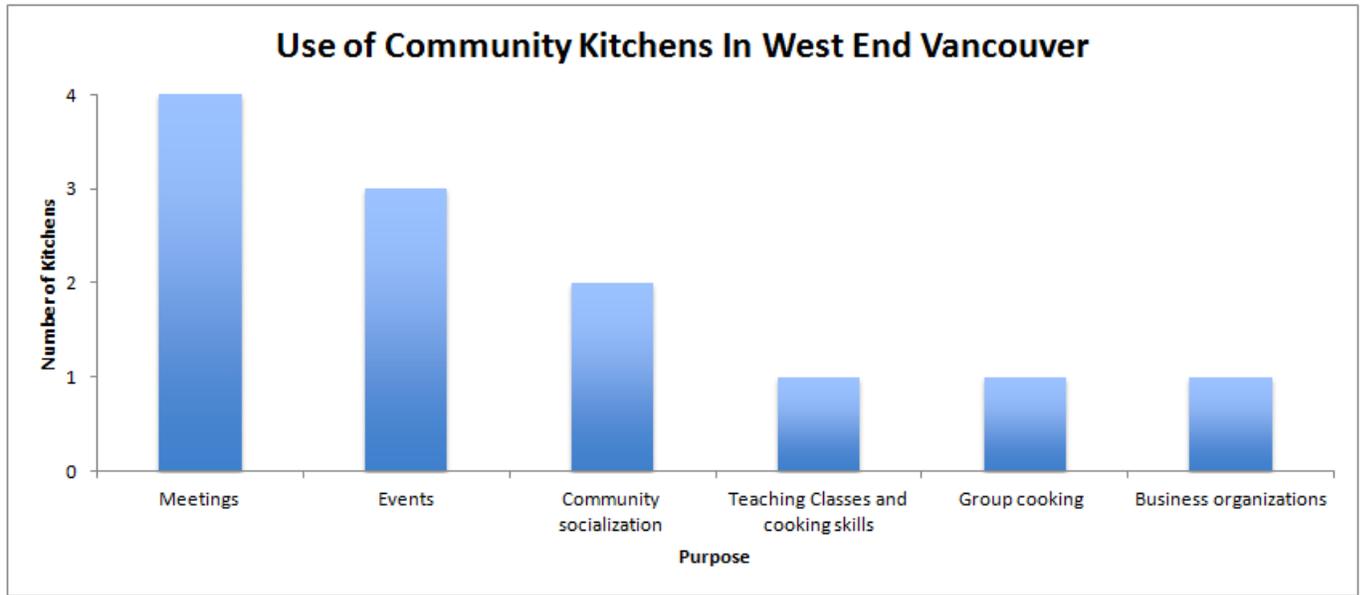


Figure 2. Purpose and usage of community kitchens in West End

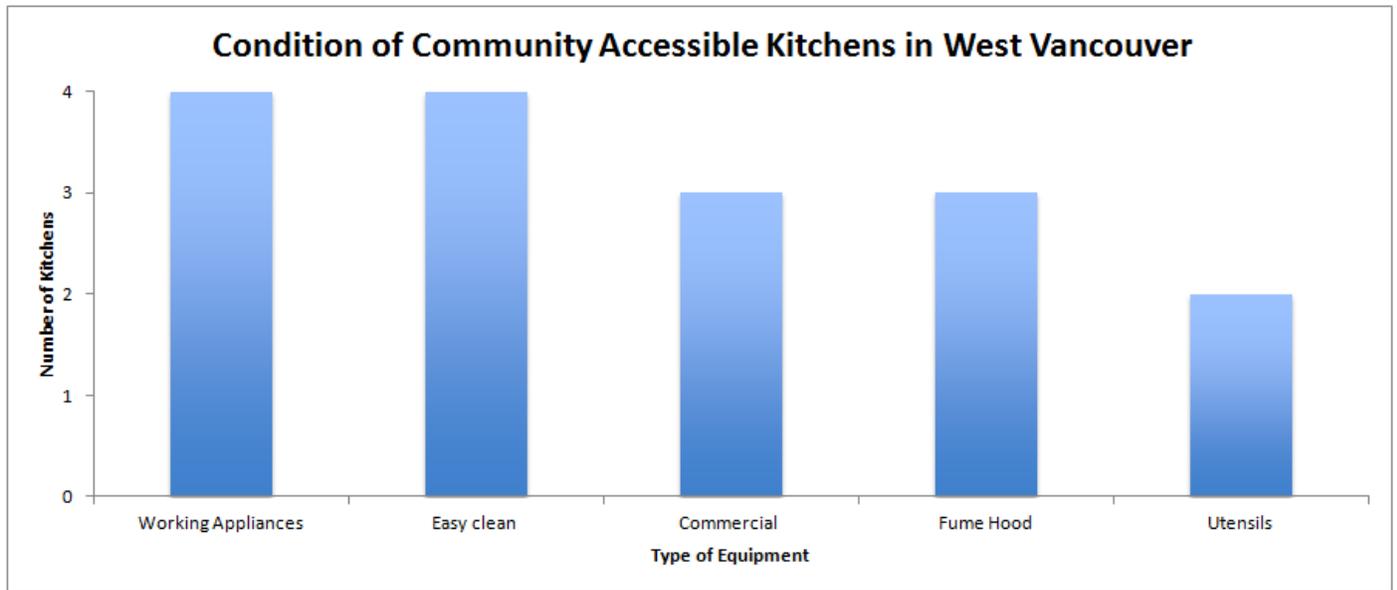


Figure 3. Conditions and accessibility of major components of community kitchens in West End

The survey

Kitchen Use questions

(I - Overview, II - Observations, III - Interview Questions, IV - Group reflection questions)

I. Overview

- *Name of facility*
- *Location (address and neighbourhood)*
- *Facility type (religious institution, cultural centre, non-profit agency, other _____)*
- *Who conducted the interview?*
- *Who was interviewed at the site/ agency?*
- *Who conducted the observations?*

II. Observations

- *A picture of the kitchen, when possible. * Avoid taking pictures of anyone's face.*

Equipment list

- *Is the kitchen more domestic type or commercial? *'Commercial' would typically have an industrial dishwasher, a 2 or 3-bin sink, possibly stainless steel counters.*
- *Working stove? y/n*
- *Working oven? y/n*
- *Sink - select all that are present: (single basin hand-washing, 2 basin, 3 basin, other)*
- *Dishwasher (domestic, industrial, none) - # of each*
- *Fume hood Yes/No*
- *Can the counters be easily cleaned? (E.g. stainless steel or smooth surface with no gauges) y/mostly / no*

Comments about presence / ability to access of any of the equipment?

Comments about the quality of any of the equipment?

Facilities

- *How many people can the counter space accommodate to do food cutting and preparation?*
- *Is there any additional learning space adjacent to the kitchen? Y/N*
- *Is there an eating area with tables and chairs that is part of or attached to the kitchen? Y/N If yes, about how many people can eat together?*
- *Is there a play area for children adjacent to the kitchen? Y/n*
- *Is there a childcare facility onsite? Yes/No*

Comments

Accessibility

- *Is the kitchen wheelchair accessible? y/n*
- *Is it wheelchair friendly? (i.e. low counters, wide aisles for wheelchairs) y/n*
- *Is there accessible parking? y/n*

Comments

III. Interview questions for a Site / Agency staff person:

"Hi, our names are _____. As a reminder, we are UBC students working on a Food Systems class project in collaboration with the City of Vancouver. The City of Vancouver is interested in supporting community agencies to do more food programming in kitchen spaces.

Our questionnaire includes questions about how kitchens are used, how they are managed, and the condition of the equipment. We also have some questions about whether there is interest to use the kitchen even more for community programming, and if so, what equipment

or funding supports would help make that happen. It shouldn't take longer than 20 minutes for us to go through the questions. May we begin?"

Usage

- *For what purposes is the kitchen used? Select all that apply (for teaching classes and cooking skills, for groups to cook together such as 'community kitchens', for preparing food for groups that meet on-site, for large functions/events, for businesses or for-profit enterprises, social entrepreneurial enterprises, other _____)*
- *Who uses the kitchen? (select all that apply)*
 - o *Staff or paid employee(s) or member(s)*
 - o *Community members along with staff / volunteers from the site / agency- e.g. on-site programming like classes and facilitated cooking groups*
 - o *Community members with staff / volunteers who are not from the site/ agency - eg. community kitchen facilitated by a food bank or Canadian Diabetes Association staff/volunteer*
 - o *Community members without staff presence - eg. community kitchen that isn't facilitated by the host site;*
 - o *Neither - i.e. the kitchen is not available for any programming for the public*
- *How many hours a week is the kitchen used?*
- *How many different groups of people use the kitchen each week?*

Comments on use of kitchen

Management

- *Who, if anyone, is responsible for managing kitchen use? (E.g. scheduling, equipment, addressing any concerns)*
- *How many hours does it take each week to manage kitchen use?*
- *Who else / what organizations coordinate kitchen programming (internal or external)?*

Comments on managing kitchen use:

Equipment

- *Is the kitchen and equipment in working order? Y/N*
- *Are there pots / pans available for public use? Y/N*
- *Are there cooking utensils (spatulas, knives, wooden spoons, can openers, etc) available for public use? Y/N*
- *Are there plates / bowls/ cutlery for public use? Y/N*
- *Are there adequate fuses for the kitchen? (i.e. the fuses don't typically blow)*
- *Are you interested in having any kitchen improvements? If so, what kinds?*

Comments about equipment:

Regulations / restrictions

If the kitchen is available to the public, what regulations are in place? Select all that apply (e.g. insurance, damage deposit, restrictions on sales, timing of when the kitchen can be used, cleaning requirements, other _____, none, N/A).

Comments

Additional questions:

- *Are you interested in having your kitchen used more for community programming (e.g. cooking classes, cooking groups)? Y Maybe No Examples _____*
- *Are you interested in having your kitchen used by community members trying to start a food-based business with a social mandate? Y/Maybe/ N Comments _____*
- *Are you interested in offering / renting space to non-profits or local farmers to store food? Yes/ maybe/ no * Either based on your current capacity or if equipment such as fridges / freezers were provided for you. Comments _____*

- *What would support you to have your kitchen used more? (examples: funding for programming, better equipment, renovation, etc.) (open-ended) _____*
- *What enables your kitchen to be used as much as it is currently used? _____*

IV. Reflection questions as a group afterwards:

How would you categorize the kitchen in terms of equipment?

Is the kitchen primarily used

How would you categorize the kitchen in terms of current use?

After visiting and surveying all of the kitchens in your assigned neighbourhood(s), reflect on usage, barriers and facilitators. Based on the conversations you have had, discuss the contribution that kitchens can make to a community and propose recommendations to better support kitchen use in your assigned Vancouver neighbourhood(s).

Textbox 1: Variation in types of community kitchens

Variation in the type of community kitchen depended highly on the equipment available.

1. Fully equipped kitchens (3 out of 4) functioned as commercial kitchens that offered either or all of the below:
 - a. A space to cook together
 - b. Cooking or food skills learning classes
 - c. A space to eat together.
2. Partially equipped kitchens (1 out of 4) functioned as domestic kitchens serving either cold foods or foods prepared from outside the premises during meetings and social events.

Textbox 2: Explanation of Fishler's omnivores paradox and relationship to food insecurity in cultural groups (Jonsson, Hallberg, & Gustafsson, 2002)

Fishler's Omnivores Paradox: when the longing of human beings for new experiences and tastes is always minimized by beliefs of risk and danger.

In the case for cultural groups: In the absence of culturally adequate foods, immigrants or cultural groups may not readily consume nutritious foods common to the majority culture since they are unfamiliar and may be perceived to be associated with certain risks - in the process augmenting food insecurity.

Textbox 3: Additional Recommendations

1. Community kitchens can partner up with local grocery stores and farms from where they can buy produce at a reduced price
2. If possible have their own food garden or community farm; this might decrease expenses related to buying produce and provide an additional learning space for community members
3. Partnerships could be made with educational institutions through which kitchens can recruit volunteers for programming while students get the opportunity to learn in a practical setting.
4. Extensively recruiting participants may provide a better understanding of the use of

community kitchens. For example, understanding how the LGBT community uses community kitchens in comparison to seniors will allow to suggest recommendations catered to their respective needs.

Textbox 4: Aspects/questions to explore in the future

1. Are there emergency procedures in place? For example during a fire
2. Are there regulations for food preparation, handling and storage?
3. Does the facility have an insurance for food related illness that occur due to food served on premises?
4. Are there any policies on admitting individuals with transferrable diseases?
5. Are the foods served nutritionally and culturally adequate?
6. What impacts do community kitchens have on the environment?