

UBC LFS 350 Group 4

Garden Gaps and SWOT: The vision for growing food in Hastings Sunrise

Final Community Project Report

12/07/2015



Community Garden. Photo by: C. L.

Executive Summary

The Hastings Sunrise Community Food Network's (HSCFN) main objective is to enhance and develop a more localized and accessible food system in the Hastings Sunrise region. Team 4 of LFS 350 has been tasked to work with the Hastings Community Learning Garden (HCLG) within the HSCFN. This research project has arisen out of a need to better connect local residents with the HCLG due to the fact that there is currently little involvement and participation at workshops/programs offered. Community involvement is important to build capacity at the individual and community level as a strategy to combat community food security.

This project's objectives included the following: learn about practices being used by other community gardens/food-skill workshops in the HSCFN; evaluate their success factors; and to provide this information back to HCLG for further identification of current "gaps" in order to learn from best practice to boost local community involvement at the garden. To support our objectives, three main inquiry questions were made: (1) What are other community stakeholders doing at their gardens/programs? (2) What do they identify as their strengths (Do they believe what they are doing is successful?) (3) Are there parallels between community stakeholders in terms of barrier to participation?

The research methodology was qualitative, centered on in-person interviews with HSCFN stakeholders. A total of nine questions were asked to support the above inquiry questions. Resulting data was analyzed by isolating similar concepts and making descriptive codes for each respectively. These codes were grouped together to form themes, and emerging themes provided insight into success factors for overall community participation.

Results showed that many similar themes were found amongst the interviewed HSCFN stakeholders. The first inquiry had common themes such as: offering a variety of programs and workshops, having private or public participation, and considering the visual appeal of the garden. The themes associated with the second inquiry question included multiple methods of advertisement, collaboration of programs and workshops, in addition to parental and volunteer involvement. The last inquiry question held themes of culture/language and funding.

Future recommendations to the HCLG include recruiting volunteers and staff whom are multilingual as Hastings Sunrise is ethnically diverse, utilizing a mixed-methods approach for advertising, and increasing collaboration with different HSCFN members, all the while capitalizing a strong network of food initiatives within the HS community.

Introduction

This community-based research project was carried out by a team of six University of British Columbia students from various disciplinary backgrounds, in collaboration with the HSCFN.

HSCFN was established in 2012 and has grown from the desire to better connect the food security network in the HS community (HSCFN, 2013). It is a member of the Vancouver Neighbourhood Food Networks (NFNs), and in congruence with other NFNs, HSCFN helps to develop a localized and accessible food system via implementation of a variety of food initiatives that responds to a neighbourhood's unique interests and needs (Vancouver Neighbourhood Network, 2013). Specific to this network are food skill workshops and garden initiatives at two community centres, two neighbourhood houses, and a variety of school and community gardens. The group specifically teamed up with Kim Del Valle Garcia and the HCLG at the Hastings Community Centre (HCC) (see Appendix A for a systems model).

The HCLG is 2000 square foot education garden that follows permaculture methods to create a food system that grows food in the most efficient, sustainable, and interesting ways possible (The Learning Garden, n.d.; K Garcia, personal communication, 2015). Although relatively new and still in development stages, the HCLG offers workshops and programs to both children and adults alike to teach them about permaculture and its contributions to a viable and resilient food system. The use of food skill workshops and community gardens reflects current discussions in literature, that suggest that these kinds of initiatives build and nurture community capacity, by providing opportunities for various members of the community to develop skills that promote self-reliance (i.e. leadership, community organizing, and cultural competency) (Twiss et al., 2003). This is seen in the HCLG's capacity to develop individuals' ability to grow and produce their own food, thereby increasing their access to food and encouraging overall food security.

Currently, the main issue at HCLG is the low levels of involvement/participation rates by local residents. The concern is that if few are willing to participate, how can the HSCFN fulfill its role of building capacity at the individual and community level? There lies the aim of this project, to assist the HSCFN in improving participation at the HCLG. Kim has hypothesized that barriers including language, funding, and lack of permaculture knowledge has prevented the HCLG from increasing its participation rates. As opposed to identifying barriers to participation at the HCLG, the objective of LFS 350 Team 4 is to learn about practices being used by other community gardens/food-skill workshops to increase community participation, evaluate their success factors, and to provide this information to Kim, HSCFN, and HCLG to further identify current "gaps" and learn from best practices in order to boost local community involvement at the garden. This in turn can support HSCFN's role of building individual and community capacity in order to achieve food security in HS. Three inquiry questions were formed to facilitate these objectives (see Appendix B).

Limitations

Although, every effort was made to ensure rigorous research, challenges and limitations included team members' inexperience with conducting qualitative research, the minimal amount of time allotted to research, and the assumption that barriers perceived by HCLG to community participation are identical to those perceived by community members.

Methods

Data Collection Approach

Based on initial interpretations of the project description stated on the LFS 350 website, a plan to develop a survey that would utilize qualitative and quantitative questions to collect data was proposed. However, after the initial meeting with Kim, the scope of the project changed; rather than assessing and inventorying gardens in HS, she was interested in learning about what others were doing at their gardens/programs to maintain active community engagement. This led to the proposal of data collection via qualitative surveying which consisted of open-ended questions.

Upon the team's project proposal presentation, feedback from Will Valley was received stating that a survey would perhaps be unnecessary due to the small sample size of the study. Also, because some strengths and weaknesses of the HCLG had been identified during the initial meeting with Kim, a SWOT analysis [as requested on original project description] would be redundant. Moreover, there was a general consensus amongst team members that participants would likely not be very responsive towards completing surveys (which would compromise the validity of the data) and interpretation of questions could differ depending on the literacy skills of participants. Thus, after consideration of these confounding factors, a final qualitative data collection approach via interviews was proposed. In the end, in order to obtain a more personal perspective from respondents, data was collected through personal interviews, both face-to-face and by phone (due to time constraints).

Procedures

A Facebook group was created as platform to maintain regular communication among team members. Kim and Joanne, our community partners, were kept up-to-date (on the progress of our research) by email. Interview questions were created by collaborative team effort and prospective stakeholders were chosen based on consultations with Kim and Joanne. These stakeholders included members and/or coordinators from Templeton Secondary, Frog Hollow Neighbourhood House, Kiwassa Neighbourhood House, Garibaldi Annex, the HCC's Seasons of Food Program, and Pandora Park Community. Interview invitations were distributed late October, with four stakeholders responding to the request (Frog Hollow, Garibaldi Annex, Templeton Secondary and Seasons of Food Program). After confirmation of interviewees, follow-up emails were sent to confirm the time and venue of the interview. The stakeholders were informed of the research in question and were each provided with a consent form to ensure confidentiality of the interview. Three team members were assigned to conduct each interview, with one person recording and two people taking notes. In total, nine open-ended questions (see Appendix C) that had been approved by Kim and Joanne prior to interviewing were asked.

Data Analysis

“Qualitative data analysis consists of identifying, coding, and categorizing themes found in the data” (Noble & Smith, 2014). For all data collected, main concepts were identified from the interview field notes and then organized through descriptive codes. These codes were developed to categorize emergent themes and provided the opportunity to observe success factors perceived by the interviewed stakeholders in their programs and gardens. These emerging themes provided us with the success factors in terms of overall community participation. The

result of data analysis guided Team 4 to generate recommendations to Kim and HCLG to increase community involvement.

Ethical Considerations

All information collected was kept confidential and shared within the UBC LFS 350 groups and coordinators on site. According to Kim, the HCC is located around an ethnically diverse neighbourhood, comprised of Asians, East Indians and First Nations descents (K Garcia, personal communication, September 23, 2015). Effort to be culturally respectful and considerate of the needs and wants of the community were applied during the interviewing process. Additionally, the team made a conscious effort to accurately and truthfully report the information collected.

Results

A number of themes emerged from qualitative analysis of the four interviews (see Appendix D1). Themes were grouped under specific inquiry questions as seen relevant.

Table D2 shows themes pertaining to the question, “What are other community stakeholders doing at their gardens?” Themes that emerged included the different types of programs and workshops offered at specific times of year, the difference in participation volume between private and public events, and the visual appeal of the garden. ‘Different types of programs and workshops offered’ was a theme found in all four of the interviews. Varying participation volume between private and public events was associated with two of the interviews, as was visual appeal of the garden.

Table D3 shows themes including varying methods of advertisements, partnerships and collaborations within the community, and committed parents and volunteers. These were grouped under the question: “What are the stakeholder’s strengths and how do they measure success?” All themes were clearly identified in all four interviews.

Lastly, Table D4 shows two themes: language and culture barrier as well as funding and grants. These were grouped under the question: “Are there parallels between community stakeholders in terms of barriers to participation?” Language and culture barriers were linked with three interviews. Funding and grants were associated with two.

Discussion

The aim of this CBEL project was to help HCLG increase overall community participation. By interviewing and analyzing what other HSCFN stakeholders are doing, suggestions could be made to Kim and HCLG on methods to improve community participation. The three major themes that all HSCFN stakeholders identified as feasible reasons for community involvement were: a variety of free/paid programs and workshops, good use of advertisements, and commitment by volunteers/parents.

Many of the HSCFN stakeholders offer a wide variety of programs and workshops, both free and paid. At Frog Hollow Neighbourhood House, there are programs and workshops that range from cooking skills to gardening skills that are not limited to one type of trade or skill (E. Abound, personal communication, November 4, 2015). While some programs and workshops do come at a cost, the registration fee is set to be affordable. The wide variety of programs and workshops allow the community to have a choice of what they want to learn. Many family-

centered programs have also proven to be most effective for places like Garibaldi Annex (S. Larson, personal communication, November 4, 2015).

Advertisements prove to be efficient methods of informing the community on upcoming events. Facebook, online newsletters and blogs, posters and flyers, are the dominant choices for advertising. Many of the programs and workshops rely on the support of volunteer and parental involvement. In fact, a strength that Frog Hollow Neighbourhood House stated was a relationship built on trust between workers, volunteers, and parents (E. Abound, personal communication, November 4, 2015). For other HSCFN stakeholders, like Seasons of Food and Templeton Secondary, the teachers who volunteer their time are passionate about what they are teaching (R. Sadowski, personal communication, November 10, 2015; K Garcia, personal communication, 2015).

Connecting themes that have been identified as barriers are language/culture and funding. The location of HSCFN is in a very ethnically diverse area. HSCFN stakeholders have stated that a common barrier is language. English is not a primary or secondary language for many members of the community and advertisements failed to publicize (R. Sadowski, personal communication, November 10, 2015). At the Emergency Food Program at Frog Hollow, the coordinator had to reassure families who are not used to accepting food in their own country, to not be ashamed for accepting free food (E. Abound, personal communication, November 4, 2015). Funding proves to be the backbone of many programs at the community as the goal for most HSCFN stakeholders is to increase accessibility of community resources by offering free or low-cost workshops.

Programs and workshops with the collaboration of other HS community centres, like a “farm-to-table” program with the kitchen may be more appealing to the public. HCLG should adapt to more methods of advertisements, increasing overall awareness that programs and workshops are available for registration. However, HCLG is relatively young and still adapting, and relationships and partnerships may have not been established to maximum capacity.

The significance of these findings will create suggestions for the HCLG coordinators on how to increase community participation. The themes that have been found to increase participation support HSCFN’s main goal, “to help connect and support the Hastings Sunrise community, towards the access of healthy, affordable food” (HSCFN, 2015). In addition, improving community participation can “facilitate improved social networks and organizational capacity in the communities” (Armstrong, 2000). The presence of a community garden enabled neighbours within communities to grow stronger ties to each other. The community garden is not only a place to farm but a meeting place to discuss prevalent issues facing their community (Armstrong, 2000).

Although the interviews have proven to be helpful in determining what has worked to increase community participation, the methods are not without limitations. One major limitation is the sample size. Unfortunately, not all members of HSCFN participated in the interviews. Another is that the HCLG is the only learning garden in this food network while all other gardens are community gardens. While connections can be made, it is still difficult to judge whether the recommendations for a community garden can be applied to a learning garden due to their different structures. Since the HCLG is quite young to the HSCFN, it may require more time to develop and grow in the community. To improve the methods, it would be beneficial to find learning gardens or community gardens with similar models outside of Hastings Sunrise to ensure that the themes and comparisons made are more relatable to the HCLG.

Conclusion

Complexity of the food system and difficulties in addressing community food security were evident throughout this research project. While members of this team appreciate the projects and efforts by HSCFN thus far, there is collective acknowledgment that workshops and/or programs alone cannot increase community engagement. “How can stakeholders be motivated to collaborate?”; “How can residents be motivated to participate, all the while being culturally respectful in a diverse community?” These are critical questions that still need to be answered.

Moving forward, this team has suggestions that may be helpful for increasing community participation. Because HS is multicultural and consists largely of residents who report Chinese as their first language (K. Garcia, personal communication, September 23, 2015), embracing this asset and recruiting volunteers or staff that can speak various Chinese dialects and/or other languages may be beneficial. Another suggestion is to collaborate with organizations and have programs that offer different skills. This has shown to be beneficial through dialogue with many community stakeholders. It is also suggested that HCLG adapt more forms of advertising. Rather than traditional advertisements like flyers and posters, online advertisements through blogs and newsletter emails are strongly recommended by other stakeholders. Last but not least is Team 4’s vision for the future: having now collected information and sharing insight from various stakeholders in the HSCFN, future LFS 350 groups can expand on this knowledge by interviewing and/or surveying residents in the community. Their inquiry questions could include: “What do they want to get from a garden?”; “What are their opinions of the existing food programs?” and “What kinds of programs or workshops would they like to see or be interested in?” While there is no single answer to increasing community participation, it is believed that these suggestions can assist Kim, HCLG, and HSCFN to take the appropriate actions to improve participation for the years to come.

References

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Critical Reflections

“M”

These past three months have definitely been a challenge. However, the knowledge I had gained in my learning experience was worth it. Our group's project allowed me to get a first-hand experience of food security issues in the Lower Mainland and how organizations are fighting against it. In the flexible learning sessions, we took that time to perform in-person interviews with the members of the Hastings Sunrise Community Food Network at their various locations. During these visits, I saw the impact that these members of the HSCFN had on their respective communities. These visits showed me the diversity of people with different ethnicities who use their building, programs, workshops, and facilities. Interacting with the coordinators that we interviewed reminded me that food security is an issue that all people, of all backgrounds and cultures, are facing every day. I also learned that when making programs or workshops that address food security, it is important to be culturally respectful because of the diversity of cultures within the HSCFN. This can be a challenge because what is acceptable, for one culture, may not be acceptable for another. A balance has to be found when addressing issues like food security so that all people of all cultures can attain food security. This new knowledge has added to my learning experience because I can now apply these ideas of cultural and ethnic awareness to future projects that deal with people of different ethnicities and cultures.

“C”

For me, the most significant moment happened when I was attending the community's sustenance festival. As an international student, I grew up in a very industrialized city in China so I didn't have much experience in the community. When I was taking LFS 250 last year, I always felt confused and struggled to understand concepts like sustainable food system and community food security. This year, the flexible learning session of LFS 350 offered me a great opportunity to go for several community visits, which I found it really beneficial to my learning experience.

The sustenance festival offered me a chance to observe community activities related to food, which I never did before. I saw how people gathered to appreciate food and celebrate harvest, which made me realized the role of the food play in a community setting. Food not only nourishes people biologically but also contributes a lot to the social aspect by creating harmony in a community.

All in all, this experience helped me make sense of food, community, and their relationship through hands-on activities and critically reflections. Now, I don't see community food security as a vague idea anymore. I felt like practicing in the field really deepen my understanding of all the theories I have been taught in this class. After this term, I am more confident to say that I have the ability to address food security issue in real life.

“S”

This project had been an eye-opener for me in terms how complex the food systems can be. A substantial amount of commitment and dedication from volunteers are required to make programs affordable and accessible for all members of the community. Have I never seen it first-hand, I took these community programs and events for granted. Being able to work with a diverse group of individuals with multidisciplinary backgrounds, I was able to connect and learn on different aspects of community sustainability and development all while enhancing my own education on the importance of nutrition. After this project, I gained a deeper connection and

appreciation for all the community members who want to make change and tackle community food security problems. In addition, I learned that there are various ways to problem solve, but one must always look for solutions in a positive asset-based setting. Lastly, the LFS course had allowed me to critically reflect on my passion for nutrition. In addition, connecting with the local community had allowed me to experience field works while connecting my learning from school. I hope to take away from not only this course but my overall university education, how each individual have to work together as a group collectively and achieve milestones set together.

“J”

Before this class, I had some idea about food security principles from taking LFS 250, but ‘textbook’ or theoretical knowledge can only get you so far. Being able to go out into the ‘real world’ and working with a ‘real’ community to help them solve a pressing issue really allowed me to apply the knowledge I have gained inside the classroom. I appreciated the flexibility of this course (particularly the flexible learning dates) and thought that the e-lectures were a good way to supplement our knowledge. However, I think that perhaps the language was not appropriate for our level and could be better explained either online or during in-class lectures. With regards to the CBEL project, it was really cool to be able to learn about community gardens as I had next to zero interaction with them previously. It dispelled a lot of preconceived notions I had. Once again, I have learned the value of collaboration and teamwork in addressing not only food security issues but also problems/challenges our society faces today and will be facing for years to come. I now have a better understanding of our food system and have a sense of the approaches that can used to tackle food security issues. I also have broadened my horizons with regards to the diversity of ‘food’ as a topic from working with a group of individuals from various academic backgrounds. These will be very valuable in my future career as a registered dietitian. Looking towards the future, I will continue to apply the Asset-Based Community Development principles when solving problems and am encouraged to get involved in community gardens!

“R”

To me, the most challenging part of this project was to deal with uncertainty. There was a lot of confusion at the beginning and I was not so sure what specifically we were supposed to do. By conducting several researches, from academic literatures to community-based approaches, and looking at how researchers and professionals were doing in their field, I was able to identify gaps and synergies within the community food network. The academic and experiential papers allowed me to develop the library research skills, evaluate different contributions in addressing food security issue and enhance my ability of critically reflect the connection between food security and community gardens. In this process, I was able to understand the key value in the Vancouver food network, and get to know how community gardens can contribute to food security. Last but not least, the most important thing I’ve learned in this class is: always enjoy the learning process. Moving forward, I would like to get involved in more community projects regarding to food security issue. By taking LFS 350, I am more confident when dealing with uncertainty. I will always keep a positive attitude and apply the principles of Asset Based Community Development in problem-solving.

“C”

The LFS 350 community project had given me the chance to extend my classroom knowledge into a practical application involving a real community setting. Not only have I gained a deeper understanding about the complex food system; I also had the opportunity to be directly involve, helping the community partners first hand. This enhanced my understanding about the complex food system and issues related to it. Completing this project was both exciting and challenging as it required strong commitment from all team members to contribute towards improving the community food security. Having a flexible-learning sessions also turn out to be

beneficial as it had given us more time to interact more with the community stakeholders and learn about their dedication in undertaking the food security problems in order to make food more accessible for the community. Moreover, the knowledge that I had gained through this project made me realize that food security issues are prevalent not only in developing countries but also in developed countries like Canada. Growing up in Indonesia, I have witnessed the severity of food security issues in the poverty-stricken community back in my home country for almost entirely my whole life. I am very fortunate that through this community project I was able to learn about different ways of solving these issues. With this in mind, I hope that in the future I will have the chance to give back to my country by helping the less fortunate achieve an integration of a better and more stable food security system.

Appendix A
Systems Model Diagram

https://prezi.com/urketm9pu8ap/copy-of-lfs-350-systems-diagram/?utm_campaign=share&utm_medium=copy

Appendix B
Inquiry Questions

1. What are other community stakeholders doing at their gardens/programs?
2. What do they identify as their strengths? Do they believe what they are doing is successful?
3. Are there parallels between community stakeholders in terms of barrier to participation?

Appendix C
Interview Questions

1. What programs/workshops do you offer to the public?
2. Which programs/workshops do you think are more popular and get more attendance?
3. How do you advertise your garden, programs, workshops, etc...?
4. On average, how many people do you see coming in and out of the garden on a weekly basis? Do certain times in the year see more involvement?
5. What barriers are there in terms of community participation?
6. What are your strengths?
7. What do you think you could improve on? How do you think you can increase community participation?
8. What would you like to see in the future? (5 years? 10 years?)
9. Do you have any collaborations with the Hastings Community Learning Garden? If not, would you be open to?

Appendix D
Extracted Field Notes and Results

Table D1: extracted field notes and perception themes

Data Extract/Evidence from Field Notes	Descriptive Code/Categories	Emerging Theme
<p>Frog Hollow (Eva):</p> <ul style="list-style-type: none"> • “There is a lot of family who need to get to food... Sometimes there’s cultural differences, right, so maybe it is hard to ask. And you might realize at some point after building relationships and trusts that they’re struggling but they’re shy to ask...” <p>Garibaldi (Sandra):</p> <ul style="list-style-type: none"> • Signs are only in English. Language barriers exist especially with the seniors around the neighbourhood <p>Seasons (Rosalind):</p> <ul style="list-style-type: none"> • Posters/flyers may be useless to people who can’t read english and they should be seeing more people relative to their advertising efforts 	<p>Language, age, or culture</p>	<p>Language, age or culture can prevent access to programs/gardens</p>
<p>Frog Hollow (Eva):</p> <ul style="list-style-type: none"> • “Trust among employees and families (vitality)” • “We have a lot of trust that we build with each other as co-workers and employees and our families, so a lot of the success is from building relationships.” • “Capacity building is one of our core values where we want to bring out the best in everyone, to be able to develop skills in them, and bring out the leader in them, so that they can move forward and give back here, and some of them work here...” • “We ask families what kind of programs they want.” <p>Garibaldi:</p> <ul style="list-style-type: none"> • Programs/events very dependent on parent involvement → generally see a pattern of 1-2 parents with lots of gardening experience who are willing to teach others <p>Seasons:</p>	<p>Parents/Volunteer</p>	<p>Commitment from families parents, and employees important for success of programs</p>

<p>We have a gardening program and cooking program. The ones on the gardening, building the garden and producing veggies have been the most popular.”</p> <ul style="list-style-type: none"> ● Currently, there is only one gardening program ● Plot assigned to: Culinary Arts class (2 plots), Geography class (1 plot), Environmental Science class (1 plot) ● Grow vegetables 		
<p>Garibaldi:</p> <ul style="list-style-type: none"> ● Definition of who is welcome to school property is not well established -> Also people drinking on picnic tables at night does not give the appropriate message. ● Students participate in annual harvest festival and garden days as educational field trips ● Invite the community for events through flyers and advertisements online <p>Templeton (Kim):</p> <ul style="list-style-type: none"> ● “The programs that we run at the school are for teachers and students of the school, but we are hoping to be able to offer more programs to the neighbouring schools and to the community once we get going a little bit more.” ● Offered only for teachers and students in the school ● Students participate through the classes that they are taking (culinary arts, geography, environmental science) 	<p>Public vs. Private participation</p>	<p>Participation volume can differ between public and private use of the garden</p>
<p>Frog Hollow (Eva):</p> <ul style="list-style-type: none"> ● Within the neighbourhood house (posters) “Well, we have our board here, we advertise within our programs as well.” ● Online - Facebook, blog, newsletter email (currently there are 500 families on the e-list) “... and then, we have a Facebook, we have a blog, and, I send out information 	<p>Advertisements</p>	<p>Varying types of advertisement</p>

<p>through newsletter... I have about 500 families on the e-list”</p> <p>Garibaldi:</p> <ul style="list-style-type: none"> ● Online: PAC blog <ul style="list-style-type: none"> ○ For manure sale, online very effective as people could order ahead online and manure could be delivered ● Flyers are posted around the neighbourhood for public events such as the manure sale ● Leafletting <p>Seasons:</p> <ul style="list-style-type: none"> ● monthly newsletter online email ● posters in community centre ● posters along Hastings St. ● hastings community centre program guide ● facebook/twitter <p>Templeton (Kim) :</p> <ul style="list-style-type: none"> ● “We do advertising within the school. A lot of it is talking to various teachers, and they talk to the classes. As well as postering throughout the school.” ● Verbal communication to teachers and students (more effective) ● Posters ● Online (facebook) ● “But what we are hoping to do in the future is to put signs outside the garden.” ● “Usually the most effective ones are just the verbal talking to people versus online or print.” 		
<p>Frog Hollow (Eva):</p> <ul style="list-style-type: none"> ● paraphrase, “we should because we are in the same committee” <p>Garibaldi:</p> <ul style="list-style-type: none"> ● partnership with AR Lord really helps - manure sale and their PAC blog as advertisement ● Garibaldi’s hope for the future: Collaboration with Youth Alliance (experienced gardeners for teaching) 	<p>Partnership (collaboration)</p>	<p>minimal collaboration and communication between stakeholder in term of programs and events</p>

<ul style="list-style-type: none"> ● Hastings Learning Garden: collaboration on educational gardening approaches <p>Templeton (Kim):</p> <ul style="list-style-type: none"> ● “We have a partnership with a community group called the Nettle’s Guild, and they have a lot of knowledge and connections within the community” ● partnership with a community group <ul style="list-style-type: none"> ○ offer expertise and connections that can help improve the gardening program ● Not yet, but planning to do so in the future by organizing a volunteer program for Templeton students (for school credit). <p>Seasons:</p> <ul style="list-style-type: none"> ● integrate “farm to plate” with Learning Garden in 2016 		
<p>Frog Hollow (Eva)</p> <ul style="list-style-type: none"> ● Continues to need funding for programs. “Well it all depends on funding, right. If we have funding we will deliver more food program, if we don’t have enough we can’t deliver as much as we would like to.” <p>Garibaldi</p> <ul style="list-style-type: none"> ● “Hard to do things without enough money” expensive raise beds; Hope for a coordinator in paid position and collaboration with Youth Alliance but budget is small <p>Templeton (Kim):</p> <ul style="list-style-type: none"> ● Sufficient funding. 	<p>Funding - budget and supply</p>	<p>Funding is critical for programs to exist. Those who participate in these programs may not be able to pay for these programs if a fee is required</p>
<p>Garibaldi:</p> <ul style="list-style-type: none"> ● garden needs to be regularly maintained so people don’t see it as an eyesore; “The school had received a complaint from the neighbours because of the messy garden” ● large gardens with picnic tables are very inviting <p>Templeton (Kim):</p> <ul style="list-style-type: none"> ● The school building is segregated from the prime area (not accessible by the sidewalk). ● “We want to put signage out in the garden 	<p>Visual appeal of the garden</p>	<p>A garden that looks more pleasing may attract more volunteers and participants to the garden and its various programs</p>

so people know what it is and how they can connect with us when they walk pass.”		
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Table D2: Check-list of themes based on inquiry question: What are other community stakeholders doing at their gardens?

Themes:	Garibaldi Annex	Frog Hollow	Templeton Secondary	Seasons of Food
A mix of free and paid workshops and programs (varying seasons contribute to participation)	X	X	X	X
Participation volume differs between public and private access	X		X	
Visual appeal of the garden	X		X	

Table D3: Check-list of themes based on inquiry question: What do they identify as their strengths. Do they believe what they are doing is successful?

Themes:	Garibaldi Annex	Frog Hollow	Templeton Secondary	Seasons of Food
Varying methods of advertisements	X	X	X	X
Some partnership and collaboration within the community	X	X	X	X
Eager parents and volunteers - willing to commit	X	X	X	X

Table D4: Check-list of themes based on inquiry question: Are there parallels between community stakeholders in terms of barrier to participation?

Themes:	Garibaldi Annex	Frog Hollow	Templeton Secondary	Seasons of Food
Language and culture	X	X		X
Funding and grants - limit resources for the communities	X	X		