



Exploration of the role of community growing projects

Anné Gebbie-Dibén
Health Promotion Officer

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1. Executive summary

This report is the result of data collected from the experiences of three Glasgow community growing projects in response to their desire to explore their role. The data was collected by means of Participatory Appraisal Methods (PA).

This report is based on;

1. The perceived success of achieving the four headings.
 - a. To develop an inclusive activity with and for local people and groups
 - b. To develop a place for learning
 - c. To develop Health Promotion activities
 - d. To strategically ensure that the resource is sustained
2. The perceived positive outcomes from achieving the headings.
3. The perceived and experienced barriers in the achievement of the headings.
4. The identified areas for further development.
5. Identified support to meet future new developments.

1. The perceived success of achieving the four headings.

The three case studies involved had all made sustainable and fruitful links with one or more external organisations. The initial working relations had not been without problems but these had soon been overcome. The overall feeling was one of great satisfaction and doing something important for local people. This was reflected in the objectives where all case studies were keen and saw it as essential to be as inclusive as possible. They were further convinced that the future success of the projects depended of local people interacting and taking ownership of the planning and development of the activities.

The one objective, which the project felt they had achieved the best, was "*To develop Health promotion Activities*". And the one most difficult to achieve had been "*To develop a place for learning*", this closely followed by "*To develop an inclusive activity with and for local people and groups*".

2. The perceived positive outcomes from achieving the headings.

Knowledge and skills had been transferred and the resources the partner organisations contributed complemented and enhanced those already possessed by the projects. Access to training, volunteers otherwise unable to reach and new activities provided for existing volunteers were some resources mentioned. The added value and benefits of working in partnership were acknowledged by all case studies. The health and well being of participating in the available activities, provided by the case studies, was well recognised and appreciated by the volunteers. Breaking isolation, physical benefits and improving social skills were mentioned by the majority of the volunteers.

3. The perceived and experienced barriers in the achievement of the headings.

Although great achievements had been made, these were not obtained without problems and barriers. Most of the problems identified related to the management of the projects and the lack of time to plan and manage activities to the satisfaction of the volunteers. The lack of “knowing what was going to be achieved” affected the motivation in a negative way. The frustration of not being able to commit time, due to other demands was recognised by staff and management committees.

Problems expressed ranged from; poor planning, structure, leadership, lack of direction, not enough volunteers, frustration to involve other organisations to poor communication. Other barriers related to lack of support from external organisations and funding problems. It is important to bear in mind that the barriers must be balanced against the equal numbers of achievements and that these case studies have only been in operation for a short period of time and are still developing. The sense of achievements was perceived to be greater than the frustration which the barriers presented to the case studies.

4. The identified areas for further development.

The area in most need of attention was strengthening the management group and capacity building of the committee. This would have a “domino” effect and solve many internal problems e.g. poor communication, planning, lack of promotion, poor sense of direction and better the leadership of the projects. Strengthened capacity would further aid the ability to diversify and include new areas if interest i.e. environmental topics and attract a wider range of users.

The case studies expressed a great interest in working with external organisations but lacked the capacity to do so. Working in partnership was seen as pertinent to the success and sustainability of some activities. Better planning was also needed to support and motivate the users of the garden.

5. Identified support to meet future new developments.

The case studies welcome further support from external organisations ranging from local projects, Glasgow-wide and national-wide organisations. Some examples are Cardonald College, Glasgow City Council, Greater Glasgow NHS Board, Green Space Scotland and Scottish Community Diet Project. However, one participant hit the nail on the head as to how he/she ideally would like to see it by saying;

“This is a community growing, should be us”.

Finally, the nature of the activities provided by the projects is extremely labour intensive for 6 months of the year and these case studies would benefit greatly by some co-ordinated support. In discussions, not captured during

formal evaluation sessions, the nature of support was often discussed and dedicated staff time would be greatly appreciated.

2. Introduction

Glasgow's Food & Health Action Framework for 2001 – 2006, is a multi agency approach to improving the health of people living in Glasgow. The principle themes of the framework relate to the four **A's** of:

- **Awareness** of healthier eating themes
- **Access** to information programmes / services relating to food
- **Affordability** of healthy food
- **Availability** of safe and nutritious food.

Key actions and settings are identified in the framework as well as target groups. One such action identified under General Public Themes, which relates to the availability of safe and nutritious food and reads,

“Establish city-wide group to identify support required for local food growing schemes inc. ground/equipment and skills”.

An ad-hoc working group, with representatives from some local stakeholders was therefore set up to produce a feasibility study built on the experience of some existing growing projects. The time scale had been set to finish the study in the autumn of 2004. However, as Glasgow City Council was conducting a citywide consultation on the use of green areas in the city, the group agreed it was important to seize this opportunity and ensure that the study was completed and included in the Council's consultation.

3. Aims & Objectives

The **overall aim** was to capture the experience of local projects involved in growing and to suggest improvements to other or future projects.

The **objectives** were:

- To assess how well the projects had met the individual objectives within each project
- To identify the achievements of locally based projects
- To identify barriers experienced
- To identify how work could be developed and strengthened by working with other organisations.

4. Methodology

Representatives from local community projects, Land Services, Glasgow Allotment Forum and Scottish Community Diet Project were invited to form an

ad-hoc working group, with the sole purpose of conducting a feasibility study regarding growing projects and partnership working.

The group met on 4 occasions:

- To identify what case studies to evaluate
- To agree which questions to ask
- To analyse the data collected.

4.1. Case studies

The decision on what case studies to evaluate was based on the ease of access to them, local knowledge of their activities and the time scale involved.

The case studies identified were all community projects working in collaboration with one or more other organisations. The three case studies were based in the North of Glasgow, Gorbals and the West End. The community-based organisations were all led by management committees and had been in operation from 1-2 years. The partner organisations ranged from being other locally based organisations to nation-wide organisations. The numbers of volunteers involved varied.

- North Glasgow Food-cooperative Initiative & British Trust for Conservation Volunteers (BTCV)
- Gorbals Healthy Living Network, Glasgow Simon Community BUDS Project (Building Up and Developing Skills) & Oatland's Allotment Association
- Hillhead Children's Garden, Botanic Garden & Kelvin Clyde Greenspace

Each individual organisation had their own aims & objectives. Together these made a total of 17 objectives, which were subsumed under four main headings. Each objective from the individual organisation can be identified under each main heading.

1. To develop an inclusive activity with and for local people and groups.

- To form a flower, vegetable & fruit garden planted by pupils and parents (Hillhead).
- To work with local people to grow their own fruit and vegetables (North).
- Conduct integration work with ethnic minority communities (North).
- Fulfil a need identified by BUDS service users for more gardening (People with different levels of experience and all willing and wanting to gain and share knowledge (Gorbals).

2. To develop a place for learning.

- To provide an educational resource for the school (Hillhead).
- To work with local schools and community groups (Hillhead).
- Provide a place where people can learn about different cultures (North).
- Break down barriers between homeless and local people (Gorbals).
- Learn how to garden (Gorbals).

3. To develop Health Promotion activities.

- To encourage healthy eating in practical ways for families (Hillhead).
- Promote health and fitness (North).
- To work with local people participating in outdoor activity (North).
- Promote healthy eating (Gorbals)

4. To strategically ensure that the resource is sustained.

- Produce a strategy of how to develop children's garden as part of Healthy Hillhead (Hillhead).
- To provide access to good food ingredients (Hillhead).
- Strengthen the school community through events (Hillhead).
- Support the allotment site as a whole (Gorbals)

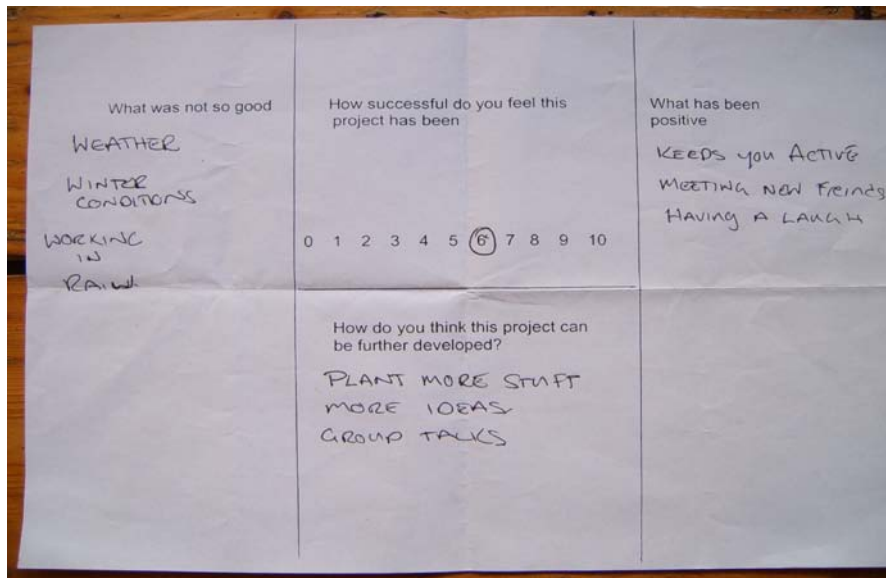
4.2. Participatory Appraisal

Participatory Appraisal (PA) methods enable local people to explore issues of importance to them within their own communities in a non-threatening way. By taking part in this process, communities begin to identify their own priorities for action and develop appropriate approaches to problem solving. Throughout the PA process, information generated from local people is shared and owned by them. The process aims to include as many people as possible, particularly those who are often excluded from decision-making opportunities. Although this collection of methods originated in the developing world, it is increasingly being used in all settings is often used in a community setting. These methods produce a great volume of qualitative data. Data from the three case studies was collected from members of management committees, project staff and volunteers of the services using Participatory appraisal Techniques (PA).

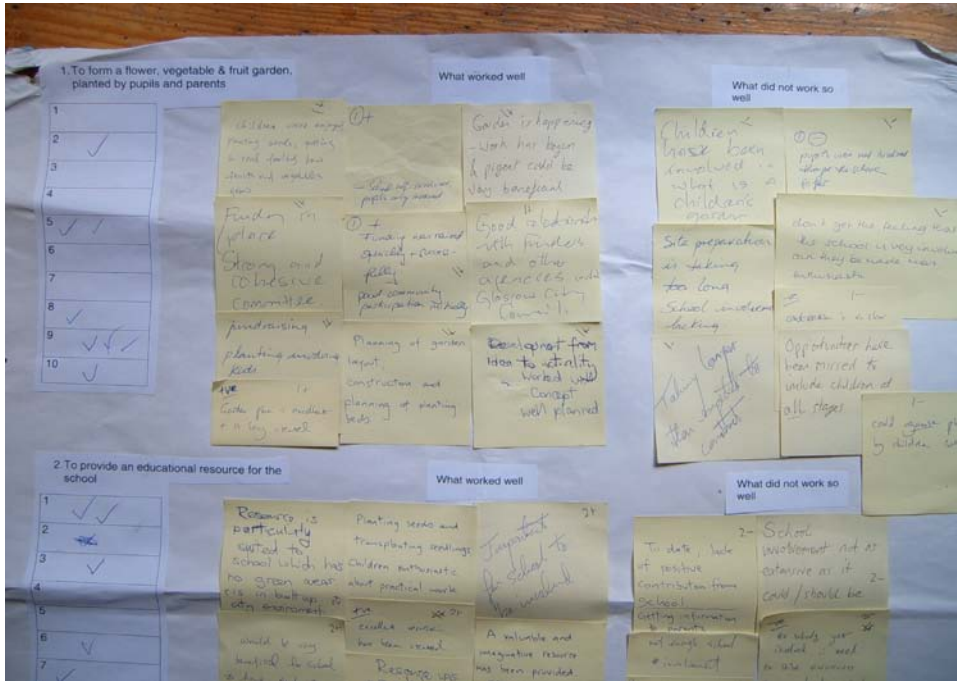
4.3. Process

Data collected from	Number
Committee members from Hillhead Children's Garden	4
Volunteers Hillhead Children's Garden	5
Supporting staff to Hillhead Children's Garden (Botanic Garden & Kelvin Clyde Greenspace)	2
Volunteers from the North Glasgow Food Co-op + British Trust for Conservation Volunteers (BTCV)	12
Staff from the North Glasgow Food Co-op + BTCV	2
Staff from Gorbals Healthy Living Network (GHLN)+ Building Up and Developing Skills (BUDS)	2
Committee members from Oatland's Allotment Association	2
Volunteers from Gorbals' Healthy Living Network + Building Up and Developing Skills	10
Total	39

H-diagrams were used of to rate how well the individual objectives had been achieved and how successful the projects were perceived to be. They were further used to identify what worked well, what did not work so well and how the projects could be further developed. 'Post-its' were used and put up on flipcharts at most of these occasions. The exceptions were with the volunteers in the North and with two members of Oatland's Allotment association. On these two occasions individual H-diagrams were used. The views of a total of 39 people were collected and of these, 14 people were asked how well they felt the project had achieved their individual objectives. All data collected was typed up and shared with the individual case studies.



H-Diagram



Variation of H-Diagram Hillhead's individual objective assessed.



Working group clustering and analysing data collected.

The individual objectives were clustered and members of the working group analysed the data collected under each overarching Heading. Sub-headings were identified and agreed by the working group. It was further agreed that the sub-headings together with the 4 headings would form the base for the conclusions and recommendations.

5. Findings

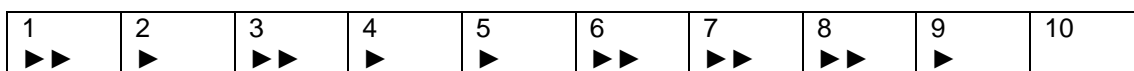
5.1. Assess how well individual objectives were met

Fourteen people were asked how well they felt the project had achieved their objectives ranging on a scale from 0 = not at all to 10 = very well. The one heading, which the project felt they had achieved the best, was *“To develop Health promotion Activities”*. The one most difficult to achieve was *“To develop a place for learning”* closely followed by *“To develop an inclusive activity with and for local people and groups”*. The reasons for these assessments will be further discussed under 4.1. and 4.2.

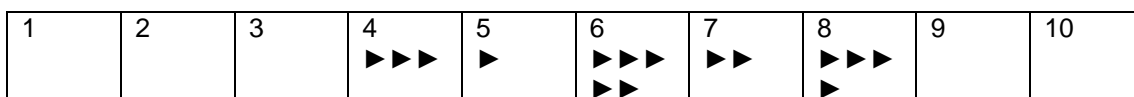
1. To develop an inclusive activity with and for local people and groups.



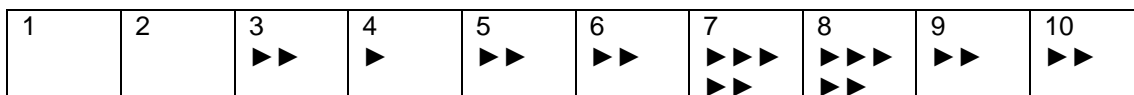
2. To develop a place for learning.



3. To develop Health Promotion activities.



4. To strategically ensure that the resource is sustained.



5.2. Achievements of locally based projects

A number of achievements were identified by the case studies. The main ones related to the ability to involve individuals and the health benefits participation provided e.g. increased local networking, physical activity and increased awareness of healthy eating. Further, the case studies were successful in forming sustainable relationships with external organisations and accessing resources out with their own e.g. training opportunities with the Hidden

Garden. Funding applications had been successful amongst all case studies and were not expressed as an issue of great concern.

One major area of success was the delivery of a health promotion activity. This activity encompassed the practical aspects of growing, preparing and cooking as well as the social aspects of play and eating. This was an area where involving children was particularly successful. Mixing theoretical learning with the practical application was much appreciated by the adults. The opportunity to expand the learning into environmental studies was particularly appreciated by those external organisations with a broader remit than growing vegetables.

5.2.1. "To develop an inclusive activity with and for local people and groups".

The case studies identified 4 main areas of achievement under this heading.

- (1) Strategic – planning, activities for local people and funding
- (2) Involving individuals & other organisations.
- (3) Health & wellbeing – local networking, positive social & physical aspects
- (4) Learning support – formal tutoring and practical application of new skills

(1) The first area of success addresses **strategic** issues around planning, activities for the community and fund raising. The development of the garden had worked successfully from concept to construction.

"Development from idea to actuality, worked well, concept well planned".

"Garden is happening, work has begun & project could be very beneficial".

Another success was the arrangement of open-days and barbeques that had been arranged. These days had attracted a great number of people and gave the opportunity for increased interaction and promotion with local people.

"Over 100 people attended BBQ, children from Richmond Park special needs primary school, many local people who had never been into the allotment and many Simon Community & BUDS workers and service users. BUDS service users to mix with local people. GCC funder attended (afterwards received a successful grant to upgrade path to make it disabled access)".

"Winter event (healthy BBQ) felt really positive lots of interaction".

Finally the issue around funding, this had not been a big problem, as could have been expected. Funding issues were never raised as a big concern throughout the data collection. That doesn't mean that concern was never expressed.

“Funding was raised specifically + successfully”

“Funding in place, strong and cohesive committee”.

(2) The second area of achievements relates to **involving individuals & other organisations**. The case studies had developed good working relations with external organisations and managed to gain access to new opportunities beyond their own resources.

“4 volunteers attended horticultural skills training at Hidden Gardens, gave skills + increased enthusiasm for growing”.

“Good relationships with friends and other agencies including Glasgow City Council”.

The ability to involve individuals was also acknowledged as a big achievement.

“Making people feel involved + creating a sense of ownership”.

“Service users are now starting to take initiative regarding allocating work to be done and others are also volunteering independently”.

“We all get on together”.

(3) The third area of achievement related to **health & wellbeing**. Being involved in gardening increased local networking and local knowledge. The increased positive social aspect was recognised as well as the physical satisfaction.

“Getting out, making friends, living in a high flat you don’t get access to a garden – it’s good to work outdoors”.

“Meeting people- social”.

“Time out from family/home”.

“For me it’s been successful, I can’t imagine getting by without the allotment”.

(4) The final area of achievement under the first heading is one of **learning support**. The mixture of formal tutoring and the application of new knowledge and skills among friends was successful.

“Having a tutor”.

“Children were enjoyed planting seeds, getting a real feeling how fruit and vegetable grow”.

“Sharing knowledge + ideas, good planning session”.

5.2.2. "To develop a place for learning".

Four main areas of achievements were identified by the case studies.

- (1) Involving individuals & organisations
- (2) Development opportunities
- (3) Learning support
- (4) Practical work

(1) Being **involved with other organisations and individuals** was seen as a successful outcome. It had led to extended links beyond the original project therefore enhancing the projects ability to diversify.

"Working with refugee development programme offers a gateway to grow your own on completion of development programme".

"Individual support & friendliness from certain plot holders".

"Over came social barriers, participants have developed friendships".

"Two BUDS service users secured a plots of their own".

(2) The practical aspect of working with growing your own vegetables opens up **development opportunities** such as increasing the local resources accessible to schools and nurseries or learning new skills such as carpentry.

"A good resource now exists. School can now use it also nursery".

"Can make the bird boxes when the weather is bad".

"...learning through a medium such as "growing " or "cooking" is easier especially where there are language barriers".

(3) The benefits of **learning support** on a personal as well as on group level were recognised as a positive outcome.

"Learning to work again with people, enjoy the company working with the people".

"Planting seeds and transplanting seedlings. Children enthusiastic about practical work".

"Did not know anything about gardening before".

(4) Finally, extending a helping hand to other was a natural development when growing was impossible (**practical work**).

"There was some time when no work could be carried out so the volunteers painted the toilets".

5.2.3. "To develop Health Promotion activities"

This was the heading, which was the easiest to achieve and two areas of achievement were identified.

- (1) Involving individuals & organisations
- (2) Health & well-being

(1) Participating is a health activity in itself and breaks social isolation (**involving individuals & organisations**). It was also recognised that sustained learning is founded at an early age.

"Too early to say but so far food experience + thinking process started with children".

"Involved participants who may otherwise not be able to get involved in traditional BTVC activity (environmental)".

"Involving children and families is a strong element of project".

(2) The second aspect of "to develop health promotion activities" is that of **health & well-being**. Promoting healthy eating was easily achieved through learning how some foods grow vegetables through to the preparation and consumption of good and healthy food.

"Growing your own vegetables is always healthier than buying them from somewhere else".

"Able to make link between health, environment + organic growing due to expertise of BTCV e.g. activities wild life bat/bird boxer etc".

"The garden is a good starting point for discussion about healthy diet (e.g. herb garden etc) + discussions about personal well being it's a good venue for own work".

"Increasing knowledge of different methods of cooking & preparing & use of herbs etc".

"Eating stuff".

The physical benefits were also a positive outcome of the case studies as well as a positive mental health & well being.

"Gets me into the outdoors"

"The whole idea of doing work + making a difference is a huge thing in furthering my development & beginning to socialise again".

"Practise English with other people".

"To learn how to be among other people or to learn more".

5.2.4. "To strategically ensure that the resource is sustained".

Three areas of positive outcomes were identified.

- (1) Strategic - funding
- (2) Involving individuals & other organisations
- (3) Development opportunities – activity and practical based

(1) All case studies had been successful in securing funding from external organisations and funding was never expressed as a issue of great concern (**strategic**).

"Secured Grant from SCDP for a Berry Promotion".

"Secured a grant for the plot for the widening of the paths to allow wheelchair access and for shed renovation".

(2) **Involving individuals & other organisations** had been successful and sustainable relationships were formed. Some of these relationships had provided access to extended promotion.

"Chosen to be an example of good practice to be publicised as part of Scottish Executive Healthy Living Campaign".

"Oatlands Allotment Association decided to take on BBQ as an annual event".

"Working together now, meeting about every 3 months with BUDS + Gorbals' Healthy Living Network".

"Fruit treasure hunt brought in children + parents from local community".

(3) The last achievement under this heading relates to **development opportunities**. The case studies identified the importance of addressing any internal issues e.g. poor communication and through this maintaining good working relationship internally. Other areas identified for future development were the success of events such as "treasure hunts" and local ownership. These events increased awareness about the local resource as well as increasing the interaction with local people.

"Meeting to clear the air about communication problems"

"No harvest yet but treasure hunt was a good start + other events provided healthy food to raise awareness (PowerPoint presentation)".

"Very important giving children responsibility and ownership, things like treasure hunt event, barbeques have worked well at coach house".

5.3. Barriers experienced

A great numbers of barriers were identified. Many of them related directly to internal management issues such as poor planning, structure, leadership, lack of direction, not enough volunteers, frustration in involving other organisations and poor communication. Other barriers related to lack of support from external organisations and funding problems. It is important to bear in mind that the barriers must be balanced against the equal numbers of achievements and that these case studies have only been in operation for a short period of time, they are still developing along side their partner organisations. The sense of achievements was perceived to be greater than the frustration of the barriers presented to the case studies.

5.3.1. "To develop an inclusive activity with and for local people and groups".

This was the second most difficult heading to achieve and 3 barriers were identified.

- (1) Strategic – planning & "growing problems"
- (2) Involving individuals & other organisations
- (3) Volunteer recruitment

(1) Some of the **strategic** problems related to internal problems such as insufficient time commitment from staff to organisational problems. Other barriers related to the construction of growing areas and lack of resources.

"A lot of time commitment from staff involved when the allotment is only part of their work remit".

"Taking longer than expected to be constructed".

"Disorganisation when tutor not available".

"Not having an on-site greenhouse or polytunnel due to problems with vandalism".

(2) The case studies were all very keen to **involve other organisations** and saw the benefits of this. **Involving individuals** underpins all activities in projects like these and to be successful, often requires dedicated time and staff. Lack of time and not enough staff dedicated to the planning and management of the projects was a big barrier.

"Ethnic minority participants are seldom long term. More time needs to be spent accessing minority communities".

"Don't get the feeling that the school is very involved, can they be made more enthusiastic"?

"Opportunities have been missed to include children at all stages".

(3) Volunteer recruitment is an issue for the success of all community projects and is a source of constant frustration and fatigue.

“Need more participants”.

“Unreliability of numbers of participants means that often additional work needs to be carved out to sustain the growing aspects of the project”.

“In comparison to number of BUDS service users, number of GHLN service users could have been better. 1 or 2 local people involved but not regularly, no new volunteers as a result of publicity though a few people interested in obtaining their own allotment”.

5.3.2. “To develop a place for learning”.

This heading was perceived to be the most difficult one to achieve and 2 main barriers were identified.

- (1)** Developing strategy and organisation – planning, communication & organisational development and policy development
- (2)** Involving individuals & other organisations

(1) The case studies strongly felt that they lacked the ability to **develop a strategy and to develop the organisation** itself. This was mainly due to lack of time, lack of participants, poor communication, prejudice, lack of leadership and motivational opportunities.

“Who will participate? Policy needs to clarify lots”.

“Lack of communication”.

“Prejudice against homeless people”.

“A strategy paper has been developed – but needs developing as project develops”.

“Too many chiefs”

“During winter weather temperamental and this disruptive but continued to attend. Problems keeping people motivated and maintaining interest. Morale suffered”.

The other barrier identified relates to the perceived lack of commitment of external organisations. The involvement and commitment from the Educational Department was difficult to secure but desirable to obtain.

“School management not represented/involved – this will limit success”.

“Individual children are interested in planting etc – but to be an educational resource will need cooperation with school”.

“Involving specific community groups requires more development time, haven’t had time”.

“Not enough participants for asylum seekers it can be difficult to engage for long periods due to uncertainty of lives”.

5.3.3. “To develop Health Promotion activities”.

Although this heading was perceived to be the most successful one, there were still areas where barriers limited progress.

- (1) Strategic – planning & other issues
- (2) Involving individuals & other organisations

(1) Lack of time, poor communication skills, funding and practical problems with the perishable nature of produce were all part of the **strategic** problems experienced.

“Frustrated by funding which restrict our work to North Glasgow SIP area (changes April 04)”.

“Berry Promotion. Not enough berries to promote and too perishable also links with fruit barra not feasible”.

“Communication skills”.

(2) Not enough volunteers (**Involving individuals & other organisations**).

“Need more participants”.

5.3.4. “To strategically ensure that the resource is sustained”.

Two main barriers were identified.

- (1) Strategic - planning, funding & communication
- (2) Development opportunities – practical developments

(1) The barriers identified had largely to do with internal clarity, forward planning and lack of management.

“Following through on plans + focusing on one task at a time so things get done”.

“The project itself has not been able to progress the way we would like to do, partly due to lack of funding & volunteers”.

“Lack of direction”.

“Management not very well organised”.

“Too many people telling other ones what and what not to do”.

Lack of clear communication and poor partnership working was also a big contributor to barriers identified (**Strategic**).

“Communication on all sides could have been better, quarterly meetings were timetabled”.

“People not supporting other people”.

“Relationship with committee”.

(2) The case studies identified a number of barriers hindering them making the most of the potential **development opportunities** they were presented with.

“Security- worries about people wandering around. Agreed that gates and shed would be locked and people would only be on plot when staff member was present”.

“Lack of projects and machinery”.

“I don’t think that the allotment is maintained as well as it could be & I think there should be people keeping on top of it more often through the year”.

“The cold weather”.

5.4. How work could be developed and strengthened by working with other organisations.

The case studies were asked what could be done better, what would they like to be able to do, what support would be needed and from whom? They were also given the opportunity to add any other issues they perceived to fall out with the areas discussed. Several areas **of improvement and development were identified**

- (1) Strategic/planning
- (2) Involving individuals & other organisations
- (3) Communication
- (4) Strengthen management group, capacity & structural
- (5) Expand usage
- (6) Other issues

(1) The case studies recognised the need for better internal planning in order to include other organisations and individuals. They expressed an interest in working with external organisations but lacked the capacity to do so. Better planning was also needed to support and motivate the users of the garden. Work and motivation was suffering as a result of poor planning (**strategic/planning**).

“Need to incorporate contingency plans for times when the weather is bad to ensure we have something for service users to be working on”.

“A strategy discussed by both school and parents would be more attractive”.

“Tutors and staff need to provide more structure in order to ensure that time spent at the allotment is used constructively”.

(2) Again, the desire to include and work with the extended community was identified as a major area for further developments (**Involving individuals & other organisations**)

“More time spent actively recruiting participants (all passive at the moment press coverage/events etc”).

“We could have better relationships with the allotment as a whole and allow service users to become more involved in allotment activities (e.g. painting toilets”).

“We could benefit from more local people being involved in the project”.

“Promoting to involve more participants recruiting volunteers to focus specifically on grow your own”.

(3) **Communication** was raised as an important issue, which could have been done better and could be further developed.

“Better signage so community get to know what is”.

“Engaging school staff from early stage. More pre-project communication”.

“Regular meetings with the committee need to be organised to improve communication”.

(4) The area in most need of attention is to strengthen and build capacity in the management committees. An organised, structured approach to the planning of volunteer recruitment, work delegation, promotion and involvement would enhance the ownership and sense of achievement by the participants (**Strengthen management group, capacity & structural**). A great number of issues would therefore be addressed.

“More support to be offered to the committee e.g. help with finding funding & keeping up to date with strategies etc”.

“To allow it to realise its full potential we would like to be able to employ an allotment development officer to oversee, co-ordinate & develop the project in line with the above”.

“Offer a structured activity plan for groups (i.e. schools) wanting to get involved”.

“Offer some time regularly and be present in the garden. Be part of committee”.

(5) The case studies would further like to see an **extended use** of the resource. Below are some of the interesting ideas expressed.

“Show links between environmental activities food growing and health as a programme”.

“Stimulating teaching resource for local people”.

“Stimulate children’s interest and enthusiasm for the garden”.

The case studies welcome further support from external organisations ranging from local projects, Glasgow-wide and nation-wide organisations. Some examples are Cardonald College, Glasgow City Council, Greater Glasgow NHS Board, Green Space Scotland and Scottish Community Diet Project. However, one participant hit the nail on the head as to how he/she ideally would like to see it by saying;

“This is a community growing, should be us”.

(6) Finally, the case studies raised a number of issues they perceived relevant to this evaluation.

“If the school isn’t interested should it be a community garden and take the focus away from the school”?

“Conduct integration work with ethnic minority communities”.

“Library of children’s books on garden”.

6. Conclusions & Recommendations

6.1. Conclusions

The three case studies were successful in a number of areas;

1. They formed sustainable and fruitful links with external organisations.
2. They increased access to resources, external to own organisation.
3. They successfully organised inclusive and interactive events for the local community.
4. They increased the provision of health promotion activities in local area.

5. They increased and provided access to training opportunities.
6. They broke social isolation, enhanced social skills of volunteers and raised awareness of healthy eating.

These conclusions served to reinforce the initial “feeling” of those involved in the working group that there were opportunities for further development.

6.2 Recommendations

Other or future projects will require support in the form of;

1. Dedicated staff allocation to plan and develop the practical aspects of work, in conjunction with the participants.
2. Support in building the capacity of the management committee and volunteers.
3. Recognised support and recognition from organisations such as the Education Department.
4. External support in the recruitment of volunteers from e.g. asylum seekers & refugees organisations, LHCCs and other local projects.