



Arsyllfa **Wledig** Cymru  
Wales **Rural** Observatory

## COMMUNITY GROWN FOOD IN WALES

2012



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# EXECUTIVE SUMMARY

This executive summary provides an overview of research carried out by the WRO between July 2010 and December 2011 to investigate activities relating to the production and distribution of 'community grown food' in Wales.

In 2010 the Welsh Government commissioned the Wales Rural Observatory to undertake a review to identify what could be done to promote and encourage 'Community Growing' in Wales. This research report provides an in-depth examination of current activities relating to the production and distribution of 'community grown food' in Wales, focusing specifically on four areas of activity, namely Community Supported Agriculture [CSA], community gardens, allotment gardening and activities relating to communal food growing in schools. As well as highlighting existing best practice, the research sought to identify existing barriers to the adoption of community grown food activities, drawing on detailed analyses of interview and survey data.

There were five phases of research undertaken during the course of this project. First, interviews were conducted with the key stakeholders and Welsh Government officers who constituted the Community Grown Food Task and Finish Group, and with representatives of local authorities in Wales. The first phase also involved a desk-based review of any completed and ongoing community growing activities supported under the Rural Development Plan for Wales (RDP) 2007-2013. Second, a comprehensive survey of all known community growing projects in Wales was undertaken. Third, and following on from the survey, 20 community growing projects were selected for further in-depth examination. As part of

this in-depth case study work, a series of interviews was also undertaken with representatives of national community growing organisations in England and Scotland to provide comparative data and examples of best practice in community growing elsewhere in the UK. Fourth, a comprehensive examination of existing levels of communal food growing in schools was undertaken by means of a questionnaire survey to all schools in Wales. Finally, a focus group was conducted with members of the Task and Finish Group and a series of workshop discussions undertaken with representatives of community growing projects across Wales.

## KEY FINDINGS & RECOMMENDATIONS

### Allotments, Community Gardens and CSA schemes

#### *The survey sample*

In total, 196 community growing projects responded to the survey, which represents a 34% response rate. Almost three quarters (73%) of the sample were allotment sites, just under a quarter (24%) were community gardens and the remaining 3% (5 projects) were classified as CSA schemes.

#### *Demographics*

The age profile and gender of individuals involved in the different modes of community growing varied significantly. About three-quarters of participants on allotments sites were male and 43% were aged 60 and over. However, interviews with local authority representatives indicated that the demography of allotments was changing, with greater interest from community groups, families, and individuals with particular needs or mental health issues. As a result, it was recognised that allotment sites should

adapt to meet changing needs - for example, by providing communal areas for group and community activities and children's play areas.

For community gardens the gender ratio was more even, with 52% of participants male and 48% female. A higher proportion of younger people were also participating in community gardening compared with allotments. For example, two out of every five participants on community gardens were aged between 16-34 years.

### *Site use and activities*

The survey provided evidence of a variety of growing activities – growing vegetables, fruit and flowers, as well as semi-tropical crops and nuts; and other activities such as keeping chickens and ducks, and bee-keeping. Across the whole sample, 59% of projects stated that their site was also managed to encourage biodiversity and wildlife. This was particularly the case with CGs and CSA schemes. Additional uses included education visits (29%), open days (24%) and community events (23%).

### *Networking and collaboration*

Just under half (48%) of all community growing projects surveyed were affiliated to professional or representative institutions or organisations. The principal organisations were the Federation of City Farms and Community Gardens (FCFCG), the National Society of Allotment and Leisure Gardeners (NSALG), Groundwork and Environment Wales.

An average of 44% of site representatives rated the provision of support and advice for community growing in Wales as either 'very good' or 'good'. CGs were most positive about this provision.

There was also evidence of a wide range of collaborative working - 53% of the community growing projects surveyed indicated that they worked with local authorities in their area, just under a third (31%) were involved with schools and a further 29% worked with other community growing projects. Other notable

collaborative partners included youth groups (15%), local charities (14%) and health organisations (10%).

Overall, the principal motivations for collaborative working were to share experiences and best practice (40%), to share expertise (38%) and to undertake complementary activities (27%).

### *Key motivations*

The main motivations for people becoming involved with community growing were 'to improve personal health and well-being' (84%), 'to meet other people' (67%), 'to develop an alternative food system' (56%), 'to increase local food production' (42%), and 'to provide open access to land' (35%).

### *Key achievements*

The main achievements of projects identified by respondents related to health benefits (53%), local food production and consumption (49%), social inclusion (39%), local environmental improvements (35%), and increased environmental improvements (35%). In addition, 21% of the community growing projects surveyed had received prizes or awards.

### *Key obstacles*

The research pointed to four key obstacles that were perceived to stand in the way of community growing activities achieving greater significance across Wales.

First, the lack of available land in recent years has become a major barrier to the creation of community-based food growing activities across Wales, with demand for land from the community sector far outstripping traditional sources of supply. Where land was being made available, the survey and case study work uncovered evidence of community growing projects encountering problems with the planning system and land tenure security.

Second, participants were critical of the highly complicated and fragmented nature of funding streams and processes, which

they felt were complicating the development of existing projects and deterring the creation of new activity.

Third, the research evidence indicated that the provision of guidance and support services for community growing projects was highly fragmented and there appeared to be a lack of strategic coordination at a national level.

Last, concerns were raised about the provision of education and training in horticultural skills and the fact that it was not always accessible and readily available to all projects across Wales.

#### *Future activities*

Slightly more than one quarter (27%) of participating projects planned to expand their activities in future years, a further 10% intended to broaden their activities by diversifying into other areas, and 44% of projects indicated that their activities would remain about the same. A higher proportion of community gardening projects and CSA schemes intended to expand their activities in future years (42% and three projects respectively).

### **Communal Food Growing in Schools**

#### *Survey Sample*

In order to access information on the nature and extent of school gardening activities across Wales, a questionnaire survey was distributed to all government-maintained and independent schools in Wales.

Of the 1844 schools that were contacted, 692 responses were received, which represents a response rate of 38%. The majority of schools (78%) that responded to the survey were Primary schools, while 12% of the survey samples were Secondary Schools. The remaining 10% were Special Educational schools (3%), Independent schools (3%), Nurseries (2%) and Pupil Referral Units (1%).

#### *Popular activities*

The survey indicated that schools provided a wealth of gardening activities that were undertaken both within and beyond the schools grounds. The most popular gardening activities were growing vegetables (92%) and flowers (84%). A further 67% had developed a wildlife area on the school grounds and 62% ran a gardening club. Just over half of all schools arranged visits to the community and other site and a third invited members of the community to assist with gardening activities.

#### *Coordination of gardening activities*

School gardening activities were predominantly initiated and coordinated by teaching and support staff, as well as pupils. There were, however, indications that in many schools gardening activities involved active participation by all members of the school community - from parents, grandparents and school governors, to school caretakers, cleaning assistants and cooks.

#### *Key aims*

A significant majority (93%) of respondents indicated that school gardening activities were primarily aimed at enhancing students' environmental awareness, while an equally high number (87%) used these activities to provide opportunities for students to acquire and further develop gardening skills. A large number of respondents (92%) also felt that gardening activities contributed to improving the wider school environment.

The role played by schools in raising awareness of the importance of healthy eating and a healthy lifestyle was also reflected in the survey results, with 87% of respondents stating that their gardening activities were aimed at improving students' overall understanding of healthy eating issues and nutrition.

### *Gardening as a school-wide and cross-curricular learning resource*

Many schools were using their school gardens as a cross-curricular creative learning resource that was being incorporated into a wide range of National Curriculum subjects, as well as more informally through personal, social and health education, work-related learning and leisure activities.

### *Increasing importance of school gardening*

Nine out of ten of schools had increased the provision of gardening in their school during the last five years. The most frequently cited reason for this increase was a heightened awareness among teachers and school staff of the potential benefits of school gardening (58%). Other reasons mentioned were the increased availability of school gardening opportunities (51%) and staff to conduct gardening activities (47%).

### *Advice and support for school gardening*

A quarter of schools indicated that they had received information on the benefits of school gardening from their local authority, and 22% had received outdoor learning resources and equipment to assist with the delivery of gardening activities.

Schools were more likely to access additional help and assistance from sources outside the school environment, including local businesses (33%), other schools (32%) and other growing projects (21%). Additional sources of volunteer help included local health organisations and local charities. Some schools were also working with national environmental and gardening organisations.

### *Key obstacles*

Two key obstacles to the development of school gardening were mentioned by respondents. The first was funding with most schools relying on small amounts of money from existing school budgets to undertake gardening activities. Second, respondents pointed to problems with

teacher workloads, with gardening activities often reliant on the good will and enthusiasm of individual staff members and students.

### *Future activities*

When questioned about their plans for the future development of gardening activities, schools were overwhelmingly positive, with 78% stating that they intended to increase the level of gardening activities within their schools in future years.

## **Recommendations**

Nine key recommendations flow from the research findings:

1. The Welsh Government should provide strategic leadership in promoting and supporting community growing activities in Wales. This will also involve working in partnership with local authorities and other relevant organisations, both at a national and local level, to develop and realise the potential of community growing in Wales.
2. There is a need for joined-up policy responses to the findings presented in this report. It is clear that community growing activities have relevance to a broad range of Welsh Government policy areas, including education and skills, health and physical activity, housing, planning, community regeneration, sustainable development, social justice and social enterprise.
3. Local authorities should develop formal strategies for community growing, with formal linkages made to local authority strategic plans, land use planning policies and other policies and strategies.
4. The Welsh Government should provide clear guidelines to local authorities, setting out their role in promoting and supporting community growing activities.

5. The Welsh Government should award high priority to the release of land for community growing, through (i) the creation of a community land bank service to facilitate access to land, and (ii) the initiation of a survey to identify all public land with the potential for food growing in Wales.
6. The Welsh Government should provide a dedicated funding stream for community growing, which covers start-up costs, assists in setting up new sites and supports the temporary use of land to meet the basic needs of projects.
7. Training and education in horticultural skills should be better coordinated to improve its quality and accessibility to all types of community growing activities.
8. The Welsh Government should actively encourage and support schools across Wales to develop school gardening activities as a resource for enhancing cross-curricular learning.
9. Existing gaps in support and guidance should be addressed through the establishment of a Wales-wide support network for community growing that links different types of community growing across Wales, signposts information and provides a forum through which growing groups can communicate.

# SECTION 1: INTRODUCTION AND METHODOLOGY

## Introduction

The Welsh Government commissioned the Wales Rural Observatory to undertake a review to identify what could be done to promote and encourage 'Community Growing' in Wales. This research report provides an in-depth examination of current activities relating to the production and distribution of 'community grown food' in Wales, focusing specifically on four areas of activity, namely Community Supported Agriculture [CSA], community gardens, allotment gardening and activities relating to communal food growing in schools. As well as highlighting existing best practice, the research sought to identify existing barriers to the adoption of community grown food activities, drawing on detailed analyses of interview and survey data.

The research findings have implications for a wide range of policy areas; community growing has many potential benefits, which link with the policy aims of the Programme for Government and cross-cuts a number of Ministerial portfolios including environment, health, education and training, economic development and community development. It also has significant potential to deliver on the Welsh Government's overarching sustainable development commitments including climate change, and reducing carbon and ecological footprints.

The WRO survey of community growing projects in Wales fills an evidence gap by focusing on all levels of community growing in Wales in order to collect information and provide comprehensive data. In doing so, the survey establishes an evidence base for a previously unexplored sector, which has the potential to connect with completed and forthcoming WRO work.

## The research context

This research report forms an integral part of the Community Grown Food Action Plan launched by the Welsh Government in July 2010<sup>1</sup>. Within this plan, the WRO was tasked to examine the recent emergence of community-based food activities in Wales, and to identify what could be done to promote and encourage further activity within this field. In line with the priorities outlined in the plan, the research was based on four key aims:

- to provide an in-depth examination of current activities relating to the production and distribution of community grown food in Wales;
- to identify best practice in community grown food, both within Wales and across the UK;
- to identify existing barriers to the development of community grown food activities in Wales;
- to provide an assessment of future priorities and opportunities.

## Defining 'Community Grown Food'

The term community grown food [CGF] is used in the research to describe a diverse range of activities that could be broadly categorised into four areas of activity: allotment gardening, community gardens, Community Supported Agriculture [CSA] schemes and communal food growing in schools. The following sub-sections provide a brief description of each area of activity.

### *(i) Allotment gardening*

Allotments are small parcels of land rented to individuals for the purpose of growing food crops. The land is often owned by the local authority, although recent years have seen a growth in the self-management

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<sup>1</sup> Welsh Assembly Government (2010) Community Grown Food Action Plan, WAG: Cardiff.



and in the number of privately owned sites. Allotments are governed by the Allotments Act and local authorities have commitments under this Act. Local authority allotments are either statutory or temporary. Statutory allotments normally have a very long lease, the land being originally purchased for allotments or subsequently used for allotment use. Temporary allotments are rented or owned by an allotments authority, but are destined for some other use in the future.

### *(ii) Community Gardens*

The concept of community gardens originated in the late 19<sup>th</sup> century in urban areas of the United States of America. Utilising previously unconsidered areas of land with low market values, low-income groups started 'grass-roots' organisations in the local community in order to practise horticulture to produce food for both individual consumption and collective benefit.

More recently, the community gardening movement has migrated to the UK, where it is to be found in both urban and rural environments. What distinguishes a community garden from a private garden is the fact that it is often viewed as a public garden in terms of ownership, access, and degree of democratic control. Community gardens vary in what they offer according to local needs; some provide open space and greenery, while others function primarily as a means of providing cheap food produce for a local community. With the expansion of urban areas and consequent land scarcity, the demand for communal gardens appears to be on the increase. Community gardens are now recognised as an international phenomenon, and are widely seen to be a way of increasing local food supplies, as well as providing opportunities for leisure and recreational activity (Ferris et al., 2001).

### *(iii) Community Supported Agriculture*

Community Supported Agriculture (CSA) is an innovative approach to the production and supply of food that aims to

'build strong, close and mutually beneficial partnerships between communities and producers (Soil Association, 2011). The CSA concept is believed to have originated in Japan and Switzerland in the 1960s out of concern both for the safety of food and the economic survival of farmers. By the early 1970s, farmers and consumers in several European countries, concerned with the industrialization of their food system, created the CSA model that is used today. Although it currently represents only a small part of the wider food system in the UK, the CSA approach has been particularly heralded in recent years as offering opportunities to make direct connections between food producers and consumers, to directly support sustainable local food production, and to deliver wider benefits, including improving the well-being of participants, supporting skills development, improving awareness about where food comes from, and providing local employment and volunteering opportunities.

The Soil Association, which has been actively promoting local food economies since the early 1990s, classifies the CSA approach into four broad categories, characterised by their ownership and leadership: producer-led (subscription) initiatives; community-led (co-operative) initiatives; producer-community partnerships; and community-owned farm enterprises (Soil Association, 2011). The first of these is the most common form of CSA and involves a contractual agreement between a farm and a group of consumers variously described as 'shareholders', 'members' or 'subscribers'. Members pay the farmer or producer a predetermined amount in advance in exchange for a share of the harvest or product when it is ready. In this way, CSA subscribers share the risks as well as the rewards alongside the food producer.

### *(iv) Communal food growing in schools*

The research also aimed to collect information on the nature and extent of growing or gardening activities across schools and local authorities in Wales, including any form of gardening or growing

undertaken either within the school or outside the school environment. For example, activities such as tending a flower, vegetable and/or herb garden; gardening clubs, and visits to other sites, such as a public garden, allotment site or environmental centre. The Royal Horticultural Society (RHS), through its 'Campaign for School Gardening', actively encourages schools to develop gardens for use by their pupils as outdoor classrooms. Since its launch in 2007, the campaign has provided support to over 14,500 schools and other organisations across the UK.

### **The key research phases**

The research consisted of six key phases, several of which were undertaken in parallel. Firstly, a series of interviews was conducted with key stakeholders involved in the implementation and delivery of the community grown food agenda. This included members of the Task and Finish Group and representatives of local authorities in Wales. The first phase also involved a desk-based review of any completed and ongoing community growing activities supported under the Rural Development Plan for Wales (RDP) 2007-2013. Secondly, a comprehensive survey of all known community growing projects in Wales was undertaken. Thirdly, following on from the survey, 20 case studies were selected for further in-depth examination. Fourthly, an in-depth examination of existing levels of communal food growing in schools was undertaken by means of a questionnaire survey to all schools in Wales. The final phases included a focus group with members of the Task and Finish Group and a series of workshops with representatives of community growing projects across Wales. Outputs from each of these phases were subsequently fed into the final report. The following sub-sections provide information on the work that was undertaken in each phase.

#### *Phase one: Key stakeholder interviews*

In order to fully investigate the nature of the community grown food movement in

Wales, a series of in-depth interviews was undertaken with members of the Task and Finish Group who were actively involved in the implementation of the action plan. These included officers of the Welsh Government and a range of external stakeholders from agencies, organisations and groups across the public, private and voluntary sectors. The interviews covered a range of issues, including health and education; food, agriculture, forestry and land; conservation and the environment; and the rural economy and social enterprise. A list of members is provided at Appendix 1.

The interviews took the form of a semi-structured discussion guided by a number of key themes that were identified by the WRO research team. The themes covered during the interviews included:

- the organisational and policy contexts of community grown food, including how interviewees related to these;
- understanding the meanings attached to different elements of the community grown food movement by members of the group;
- the implementation and delivery of community growing activities, in terms of setting aims and objectives, identifying key beneficiaries, networking and collaborative working, overcoming existing barriers;
- identifying future priorities for the community grown food agenda in Wales.

In addition, a series of telephone interviews were conducted with representatives of local authorities in Wales to identify existing local government land resources dedicated to community growing. The information obtained from these interviews was used to provide an up-to-date picture of the situation within local authority areas in Wales, particularly given the absence of complete and accurate information concerning the extent

of community grown food activities at the local level. The interviews followed a similar format to the Task and Finish Group interviews, and were structured around a number of key themes, including: awareness of the community growing agenda among local authority representatives; the level of involvement in growing activities and how these were incorporated into wider programmes of work; and the level of institutional support of community growing activities at local authority level.

Further to these interviews, the research also sought to capture the extent to which community grown food activities were being encouraged and supported at the local authority level under the Rural Development Plan for Wales 2007-2013. Information was sought from the 18 Local Action Groups (LAGs) charged with delivering community-based projects and activities under Axes 3 and 4 of the RDP.

We are aware that other significant work has been undertaken over the last four years. In particular, the Federation of City Farms and Community Gardens' (FCFCG) 'Growing Together in Wales' programme<sup>2</sup> which ran from 2008-2010 and its ongoing work associated with the Tyfu Pobl Programme<sup>3</sup>. It is also the case that other organisations have played an important role in promoting and supporting community growing in Wales, most notably the Federation of Groundwork Trusts, the British Trust for Conservation

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<sup>2</sup> The 'Growing Together in Wales' programme sought to promote and support the development of the community farming and gardening movement in Wales. During its 3 year delivery period, the programme identified and supported over 150 community farming and gardening projects, provided networking and training opportunities within the sector, and facilitated new partnerships that have resulted in the creation of new programmes aimed at reconnecting communities with food and its production. Through this work, the FCFCG established a firm foundation for the community grown food movement in Wales and paved the way for the introduction of the Community Grown Food Action Plan.

<sup>3</sup> See p.79 for further information on this programme.

Volunteers Cymru (BTCV Cymru) and Keep Wales Tidy.

#### *Phase two: Survey of Community Grown Food activities in Wales*

The second stage represented the most intensive part of the research and comprised an in-depth examination of current activities relating to the production and distribution of community grown food in Wales. This involved the distribution of a questionnaire survey to all known community growing schemes and projects in Wales.

The survey process involved three key operational stages: questionnaire design; construction of the survey sample; and data collection. The key activities undertaken in each stage are now discussed in turn.

##### *(i) Questionnaire design*

The detailed information and insights gathered during the key stakeholder interviews were invaluable in informing the design of the survey questionnaire. Key themes emerging from the interviews, along with additional information obtained from the academic and policy literature, highlighted a number of key issues around the current implementation and delivery of community grown food activities. These included the challenges of community-based activities and the specific skills and knowledge-base required to deliver food growing activities; the challenges of networking and partnership working; and specific concerns relating to environmental impacts and sustainability.

The information gathered during the initial stage of the research also emphasised the need to provide three individual questionnaires - one for each type of community growing activity, thus taking into account the differing priorities and activities in each category. A set of standard questions was also included in all three questionnaires to ensure consistency of the survey output and results. These questions sought information on a range of key issues including the nature of the site or project;

information on the project coordinator(s) and key user groups, site-based activities; networking and collaborative activity; significant achievements; problems and challenges; guidance and support; and future activities. Copies of the questionnaires are provided at Appendices 2 to 4.

#### *(ii) Constructing the sample*

A key aim of the survey was to ensure that the questionnaires were distributed to all existing allotment sites, community gardens, and CSA schemes in Wales. The task of accessing the information that was required to achieve a comprehensive coverage proved challenging and time-consuming as there was no existing centralised and searchable database containing details of community growing activities and projects in Wales. Much of the information that was required was stored by individual organisations and groups, and was not always publicly available. In these cases, members of the Task and Finish Group acted as gatekeepers and assisted the research team with identifying key sources of information. This also proved useful where information that was publicly available was incomplete or out-of-date. There were also a small number of instances where a growing scheme did not fall neatly into one of the specified categories; in such cases the scheme or project was sent a choice of questionnaire.

Using information obtained from various sources a database of all known community grown food activities in Wales was compiled. These sources included internal divisions and departments of the Welsh Government; members of the Task and Finish Group; the Welsh Local Government Association (WLGA); and local authorities and community councils across Wales. In line with the definition adopted for the research, the database was divided into three separate categories – one for each type of community growing activity. This ensured that the sites or projects included in the database received the questionnaire that best reflected their main activities.

A total of 569 known community growing projects were identified, which included 381 allotment sites (both public and private), 172 community gardens, 8 CSA schemes and 8 community farms<sup>4</sup>.

#### *(iii) Data collection*

Copies of the questionnaires, in both English and Welsh, were distributed to all sites and projects listed in the database during January 2011. A specific request was made for the survey to be completed by the site or project representative, and survey participants were also offered the option of completing the survey online. As an extra incentive to take part, all completed questionnaires were entered into a draw for one of ten sets of National Garden gift vouchers worth £50 that could be shared within the scheme.

A reminder letter and further copies of the questionnaire were distributed in early March, and the final deadline was extended to the end of April 2011. A response rate of 34% was achieved; this included 143 allotments, 48 community gardening projects and 5 CSA schemes. The spatial distribution of responses is shown in Table 1.1.

#### *Phase three: Case study interviews*

The rationale for the case study interviews was that, while the community growing survey would produce largely quantitative data, with some illustrative quotes, face-to-face interviews with community growers would enable deeper insights into their experiences of community growing in Wales. Case studies were selected from those respondents who had indicated that they were willing to be interviewed. Based on the survey results, 20 projects were selected for further in-depth case-study work. The numbers selected reflected the proportions of responses in each category;

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<sup>4</sup> While these projects did not fall neatly into one of the three models identified in our definition of community growing, they were included in the database so as to ensure that any activities relating to community growing would be captured by the research.

this included 11 allotment sites, six community gardening projects and three CSA schemes. Within each group, projects were selected to ensure appropriate geographical coverage and to reflect the diversity of the projects, in terms of size, management structure, aims and objectives and their rural, urban or valley contexts.

#### *Phase four: Survey of communal food growing in schools*

The fourth phase involved an in-depth examination of the current state of communal food growing in schools across Wales. In order to access information on the nature and extent of school gardening activities across Wales, a questionnaire survey was distributed to all government-maintained and independent schools

using an up-to-date list provided by the Welsh Government.

The questionnaire sought information from schools across Wales about whether or not they were currently involved in gardening activities with pupils, and if so what were the main influences on their school's involvement in gardening activities. Information was also requested on which members of the school community were responsible for organising and managing engagement, and what they perceived to be the main benefits of school gardening, as well as the key challenges. Those schools that were not involved in gardening activities within the school environment were asked what prevented their schools from engaging with garden-based learning approaches.

**Table 1.1 The spatial distribution of survey responses**

	<b>Total survey response</b>	<b>Community Garden Responses</b>	<b>Allotment Responses</b>	<b>CSA</b>
Isle of Anglesey	3	0	4	No
Gwynedd	4	4	0	No
Conwy	10	6	4	No
Denbighshire	4	0	4	No
Flintshire	9	1	8	No
Wrexham	5	4	0	Yes
Powys	9	4	4	Yes
Ceredigion	4	2	1	Yes
Pembrokeshire	20	3	15	Yes
Carmarthenshire	8	3	5	No
Swansea	14	3	11	No
Neath Port Talbot	4	2	2	No
Bridgend	8	1	7	No
The Vale of Glamorgan	3	2	1	No
Rhondda Cynon Taff	14	3	11	No
Merthyr Tydfil	3	0	3	No
Caerphilly	31	1	29	Yes
Blaenau Gwent	14	1	13	No
Torfaen	6	2	4	No
Monmouthshire	6	1	5	No
Newport	6	0	6	No
Cardiff	11	5	6	No
Rural	35%	48%	29%	3
Semi	9%	15%	6%	1
Valley	41%	21%	48%	1
Urban	16%	17%	16%	0
<b>Total</b>	<b>196</b>	<b>48</b>	<b>143</b>	<b>5</b>

The majority of questions in the survey allowed for more than one answer. For these questions, respondents were asked to select all responses that applied to their school gardening activities. As a result, many of the frequencies for the responses do not sum to 100%. It must also be noted that several of the survey respondents did not provide a response to all questions in the survey. As a result, the sample size may vary for some survey responses. Where relevant, respondents were also asked to provide further information on any additional activities undertaken within their school or additional comments relating to their situation - if these were not listed in the questionnaire. The resulting information provided an insight into the nature of school gardening across Wales. In addition, towards the end of the survey respondents were asked to provide any additional information that they considered relevant to the research.

All schools in Wales received a copy of the questionnaire in both English and Welsh, along with a covering letter providing background information about the research project. A copy of the questionnaire is provided at Appendix 5, and the covering letter is attached at Appendix 6. Schools could also submit a response using an online questionnaire available on the WRO website. Online completion was the preferred option as it facilitated faster and less labour-intensive data input of the questionnaire data. The first round of questionnaires were distributed in June 2011, and a reminder letter and further copies of the questionnaire were sent out in the following month. The final deadline was extended to the end of July 2011 to ensure that responses were received before the end of the summer term. Of the 1844 schools that were contacted, a total of 692 responses were received, providing a response rate of 38%.

#### *Phase five: Focus group with members of the Task and Finish Group*

In October 2011, the WRO research team led a focus group with members of the Task and Finish group. The outputs from

this focus group were included in the final project report.

#### *Phase six: Regional workshops*

The Federation of Community Farms and City Gardens held a series of four regional workshops aimed at community growing projects across Wales and public and third sector organisations involved in community growing. These workshops were held at the Centre for Alternative Technology [CAT] in Machynlleth, the Environment Centre in Swansea, Creation Development Trust in Blaengarw and Henfaes University Research Farm based at Abergwyngregyn, near Bangor.

The workshops examined in detail issues of land availability and the management of community growing, and explored wider issues raised in the surveys and in-depth interviews. The outputs from the workshops were subsequently used to construct a series of policy recommendations for the Welsh Government, which have been incorporated into this report.

#### **Spatially linking project details to additional data sources**

During the data collection process it was important to geographically locate each community growing scheme in order to validate that responses were spatially distributed and enabled identification of spatial patterns. Mapping the data facilitated more detailed spatial analysis with the ability to link to official government statistics such as the Welsh Index of Multiple Deprivation 2011.

Each growing scheme was geo-located using the nearest postcode or street as a spatial reference. This information was then stored within the WRO Geographical Information System [GIS], as a point location, using a grid reference obtained from a Post Code Address File. Once within the GIS the point location of each scheme could be linked with existing spatial data held by the WRO. This technique was applied to all responding growing projects and a map showing the

spatial distribution of responses for each model of community growing is shown at Appendices 7 to 9.

In addition, information on where the surveyed allotments, community gardens, CSA schemes and schools fell in relation to the Welsh Index of Multiple Deprivation 2011 was also obtained. The results indicated lower than expected proportions of schemes within the top 10% most deprived areas in Wales. The results are shown in the Table at Appendix 10.

**Summary:** This research study has employed a mixed methods approach to investigating the nature and extent of Community Grown Food activities in both the rural and urban areas of Wales. It draws on detailed analyses of interview, survey and focus group data.

## SECTION 2: CURRENT ACTIVITY IN WALES

### Introduction

In order to fully investigate the nature of the community grown food movement in Wales, and in the wider rural and urban context, a series of in-depth interviews was undertaken with key stakeholders, closely involved in the implementation and delivery of community grown food policies and activities in Wales.

For this phase of the research, two distinct groups of stakeholders were interviewed. The first group comprised members of the Task and Finish Group. This included officers of the Welsh Government and a broad constituency of informed actors from external agencies and organisations across the public, private and voluntary sectors. The second group was composed of key representatives from all local authorities in Wales. This group included allotment officers and other local government officers directly involved in the coordination and delivery of food growing activities.

In addition to these interviews, the research also sought to capture the extent to which community grown food activities were being encouraged and supported at the local authority level under the Rural Development Plan for Wales 2007-2013. Up-to-date information was sought from the 18 Local Action Groups (LAGs) charged with delivering community-based projects and activities under Axes 3 and 4 of the RDP. This ensured that any projects initiated since the start of the research would be captured and included in the final report.

The following section presents the key findings from the stakeholder interviews and provides a brief overview of key activities undertaken by the LAGs across Wales.

### Interviews with members of the Task and Finish Group

#### Exploring understandings of Community Grown Food

Community Grown Food can be viewed as a highly flexible concept, as reflected by the numerous definitions put forward by members of the Task and Finish Group. Overall, it was widely understood as an all-encompassing term to describe a range of activities across different spatial scales; from small, individual-level activities using window boxes and private gardens, and group-based activities within a community, to more formalised arrangements such as a CSA scheme or commercial social enterprise. A key factor underpinning this understanding, which was consistently emphasised, was that it involved activities in which anyone could participate.

A more explicit definition put forward by several members of the Task and Finish Group expressed the concept of community grown food in spatial terms, as consisting of a range of activities organised around a particular locality or community. Within such a definition, emphasis was placed on increasing locally-produced, locally marketed and locally consumed food, while at the same time bringing communities and groups closer together to achieve a common goal. For many, the role of individual communities was considered central to the philosophy of community grown food activities and to its overall success, as this interviewee noted:

*'Community Grown Food for me would probably be an acknowledgement by a community to lowering their carbon footprint, lowering food miles and becoming more aware of food security. It shows that they're actually trying to do something to combat the wider agenda; in terms of wanting to get involved in contributing to the climate change agenda, and within*



*that is food security – they're obviously far more aware that their food comes from miles away in many instances, and they are trying to do something about that. Also, social inclusion, so it's a way of bringing communities together.'*

This definition was further elaborated by another interviewee:

*'I think it means a number of things. It means an individual taking a bit more responsibility and having a positive impact on their pocket, to bringing communities together and making them have a stronger sense of community, and I think that's a pretty important thing. I think it's empowering people and giving people some responsibility'.*

The wider role of food growing activities in contributing to the principle of mutual benefit and in achieving a common purpose by sharing risks, resources, responsibilities and rewards was also emphasised by a number of the environmental organisations represented on the group, as these quotations illustrate:

*'[Community Grown Food] describes the non-commercial production of food ... which is based on principles of mutual benefit with the help of volunteers, interest groups and individuals, all creating a sense of togetherness.'*

*'...if you actually had to say what is community food, to me it would be food where some of the element of just buying and selling food in a purely commercial way is removed, so there is some element of sharing of risk and reward between the grower and the seller. So purely commercial vegetable growers who grow it all themselves take all the risks in selling it, whereas community grown food in one form or another might be to share that risk.'*

## **Barriers and challenges to community growing in Wales**

The stakeholder interviews identified a number of barriers and challenges, which many believed were currently limiting the

further development of community growing activities across Wales.

### **Land-related barriers**

#### *The availability of land.*

The shortage of land, both public and private, was identified as one of the major constraints on the development of community grown food activities. Several interviewees called for greater support to enable communities across Wales to reclaim and develop hundreds of acres of unused public sector land, which could be used to increase the level of community growing activities across Wales, as these quotations illustrate:

*'There's so much disused land across Wales and if we could get over that and the planning permission that's needed we could have loads of projects up and running for relatively small start up costs.'*

*'I think you need some sort of directive from WAG to go to county councils and public bodies across Wales who control land and say 'this is a priority'. They should be asked to make x amount of land available in each area, which would potentially free up land. You're not talking about huge amounts of land - you're talking about a couple of acres here and there which would provide land and gardens for an awful lot of people to grow food on.'*

However, it was recognised that the viability of such an approach was currently being constrained by the various conditions imposed on the public sector, which was limiting its ability to make land available for food growing, either on a short-term or long-term basis.

It was also agreed that a lack of knowledge and awareness amongst landowners of the potential value of releasing land for communal food growing and the various options available, and also their limited experience in dealing with community groups, was preventing them from engaging fully with the community grown food agenda.

### *Legal issues*

Alongside this lack of awareness, the interviews highlighted particular concerns about the legal implications of leasing agricultural land to community groups. Representatives from the farming industry emphasised that any strategy aimed at encouraging landowners to lease agricultural land for community food production would require considerable support and guidance.

Several interviewees involved in overseeing the implementation and delivery of community growing activities echoed these concerns and suggested that this should include tailored advice on negotiating appropriate agreements and leases between landowners and communities. It was also argued that this would address some common landowner concerns, including issues relating to land ownership and access rights, breaches of lease agreements; liability, privacy, vandalism, safety and other land management issues.

### *Insecurity of tenure*

The interviews revealed that the issue of insecure land tenure was a major problem for many existing community growing projects. In particular, it was reported that the short-term nature of lease agreements posed a number of challenges, and the transition to more permanent structures and arrangements was often highly problematic, particularly given the reluctance of many funders to invest in temporary growing sites and projects.

### *Planning-related issues*

Planning was identified as a major barrier to the formation of new community growing sites and activities across Wales. Interviewees provided several examples of prospective community growing projects experiencing difficulties in securing land due to problems with planning regulations and specific requirements relating to visual amenity, car parking, road access and the development of project infrastructure, such as polytunnels and sheds. Established

growing projects and groups also reported problems in negotiating the planning system. It was suggested that there were difficulties on both sides, with many communities and groups often lacking the necessary expertise and experience in dealing with the planning system, and planners uncertain about how to deal with applications for community growing activities.

### **Funding**

It was argued that the growth of the community grown food sector was being hampered by limited resources. For many projects, there was a need for additional funding and investment to provide much-needed infrastructure improvements. It was often the case that the infrastructure lacking was fairly basic, such as access to water and gardening tools. Many of these difficulties could be attributed to the fact that capital funding was easier to obtain compared with revenue funding and that the latter was urgently needed to support the ongoing and sustainable management of growing activities. The following quotes capture some of these concerns:

*'Until recently capital funding was relatively easy to get, but revenue is much harder ... it's a syndrome where you get given money towards a community hall then you don't have the money to keep it going, so the place closes down. Then five years later you apply for a grant to repair the roof. Everybody knows what the situation is, so why don't we do something about it?'*

*'It's just the way the whole system works - you can get money to build compost toilets, but you can't actually get money to employ another staff member. I've come across so many projects that are struggling because they haven't got a central person to run the project and the project then fails, and I think that's such a waste - in terms of public money; of the potential of the volunteers; and of the potential of the project.'*

It was emphasised that in the absence of continued funding, community groups and

projects often experienced difficulties in maintaining or increasing the necessary level of skills and knowledge required to sustain and further develop community growing activities, for example through the retention of existing staff and knowledge. Another key challenge identified by interviewees was maintaining the cohesiveness and commitment of partners and volunteers over time, particularly when core funding became uncertain.

### **Guidance, support and skills development**

Although interviewees identified a wide range of guidance and support services and materials available to groups and organisations involved in community grown food activities, it was emphasised that these sometimes varied in availability and content, and were not always easily accessible to those who were perhaps new to, or less familiar with growing activities.

Some gaps in information were also highlighted and it was suggested that the level of guidance and advice available should go beyond just providing basic information and advice on how to grow food, to cover issues such as site design and management, negotiating with landowners, agreeing leases and developing and implementing project plans. It was argued that many groups were often overwhelmed by the significant responsibilities and skills needed to manage or own a community growing site. Increasing the level of support and advice available would potentially encourage a larger number of individuals or groups to engage with the community growing agenda.

### **Lack of a coordinated approach to 'community growing' in Wales**

There appeared to be widespread agreement among members of the Task and Finish Group that there was a lack of coordination at a national level. Whilst there was growing recognition of the potential value of community grown food in contributing to a wide range of different

agendas, such as health and well-being, the environment, and the built environment, it was emphasised that these linkages were not widely recognised and acknowledged. Despite this, it was acknowledged that the Community Grown Food Action Plan had begun to address these concerns and demonstrated the relevance of community growing in Wales. However, it was argued that there remained significant tensions between different approaches within this process.

It was also felt that there was a need for better coordination at a more local level, particularly in terms of incorporating community growing objectives and priorities into local authority strategies and policies. A frequent complaint from those involved in community growing activities at the local level was that there were too many bureaucratic hurdles to negotiate. One interviewee spoke of different officers within the same local authority providing conflicting advice, while several commented that there was no consistency between different authorities.

### **Lack of public awareness of food issues**

Several interviewees argued that the success of community grown food as a concept was highly dependent on increased public engagement with food - an aspect that many believed was currently lacking in Wales. It was argued that significant proportions of the public had an inadequate understanding of basic food issues and the case for change, and were therefore unable to play a part in driving this agenda forward.

It was suggested that a key objective of public policy should be to reconnect consumers and the public with what they eat and how it is produced. There was concern among members of the Task and Finish Group that school age students' knowledge and understanding about various aspects of food and farming appeared to be particularly poor. It was argued that there was a strong case for improving teaching and learning about food, farming and land management and

encouraging more schools to develop stronger links with the community grown food agenda. The following quotations illustrate these concerns:

*'...it's vital that we get the message out at a young age as to the important work that British farmers do.'*

*'Education is a key factor when you're dealing with any type of food - whether you're talking about community grown food, Welsh grown food or imported food. There's been a significant lack of education for decades compared with what there was back in say the 70s, particularly the late 70s. Home economics classes years ago taught you how to make a cake and what they're being taught now is how put water into the ready-made cake mix packet and that's their idea of a home economics class! There's just been a huge lack of understanding of food and while I know there have been significant moves towards redressing that imbalance more recently children are still growing up without any knowledge or recognition of the importance of food and they regard it as no different from a pair of trainers - it's a disposable item, something that people didn't have 50 years ago and we were starving and we had rationing. Those are just alien concepts to them, so they need to respect food, whether it's grown locally or otherwise.'*

*'If we want to become food secure in the future, which I think is the key aim of this, we have to re-introduce the whole idea that tomatoes do not grow in this country in the winter unless you're prepared to put huge amounts of energy into it, which is not sustainable in itself. Most children these days have only ever come across one or two vegetables from the brassica family and they're not aware of the whole brassica family of vegetables. Carrots and peas still seem to be the most popular veg amongst young children. When I take the children on a walk around the garden and we pick sprouts and I eat it raw their faces are absolutely horrified. So yeah we've got a lot of things to overcome, especially with people's misconceptions of what food miles is,*

*what impact it will actually have, and what they can actually do to change and reduce their food miles. I think there's still a long way to go.'*

## **Knowledge and skills**

Several interviewees emphasised that the greatest challenge to the success of existing growing projects, and also to wider development of community grown food activities, was the lack of appropriate skills in food growing. It was suggested that the main reason for this was the lack of good quality horticultural training currently available – both in terms of supporting existing groups to develop the necessary expertise and confidence in horticultural skills to make the best use of their land, and in terms of providing an adequate level of advice, training and practical help for those interested in setting up new growing areas and projects.

While it was emphasised that many growing projects had developed strategies to overcome this information gap, for example through developing formal links with hobby gardeners and expert horticulturalists, overall it was felt that Wales currently lacked a suitable framework through which individuals and groups could readily access the resources and support they required.

Since the research was completed, the National Botanic Gardens of Wales secured funding to deliver a new initiative - the 'Growing the Future Pilot Project' to design and deliver good quality horticulture training opportunities for communities and groups through partner 'hubs' located across Wales, as well as at the Garden site at Llanarthne in Carmarthenshire. This project will begin to address many of the issues raised in this report concerning education and training provision, and respond to calls from projects for accredited training on a variety of themes such as conventional and organic food growing and horticulture techniques, composting, construction of raised beds, safe working practices, first aid skills, fundraising strategies and

publicity and communication skills. The quotes below illustrate these concerns:

*'There's actually not a great deal of good quality horticultural training out there at the moment. You've either got somebody who's got horticultural knowledge but can't necessarily communicate very well, particularly with schools or community groups, or have no idea how about how these work - all the whys and wherefores of why they can't do things at certain times and why there's a problem with this that and the other, so they don't necessarily have that knowledge to be able to work well with schools and groups. So, I think I see that there's a real gap in the market for that.'*

*'What is still lacking from this overall process, as I understand it, is that they still haven't taken seriously enough the issue of improving expertise in all aspects of agriculture and horticulture, and I don't think they've worked out how do you really change horticulture in Wales?'*

Several interviewees noted that much of the existing food growing knowledge and skills held by project leaders and participants were often self-taught, through personal or project-based experience. It was however noted that these abilities varied quite considerably, thus emphasising the need to provide even the most basic levels of training.

*'People need to know the basics. You can have people with the most immense amount of enthusiasm and they come in, dig up the land and plant absolutely everything without really having planned it, so they don't know what they're doing. Often they don't even know the basics about crop rotations and so on, so their crops end up being completely devastated by blight and then they just give up. So I think good quality training will enable people to plan, to take it slowly step by step, to keep their enthusiasm up but not let things get out of control. It's enabling people to get involved in growing and giving them skills to be able to do something successfully and realistically.'*

## Informal networking and support

Several interviewees emphasised the importance of creating a supportive and enabling environment in which to deliver the priorities of the Community Grown Food Action Plan, for example through the creation of a community growing network, which would encourage new relationships between community groups, organisations and individuals across Wales. Respondents recognised the value of networking activity in providing an opportunity for the reciprocal exchange of information and support, allowing key actors engaged in the community grown food agenda to share advice freely, provide inspiration and pursue mutual objectives. One respondent pointed to the relatively open nature of the public policy environment in Wales, which made the task of building and maintaining relations much more straightforward.

## Interviews with local authority representatives

### Introduction

Recent years have witnessed increased recognition by the Welsh Government and local authorities across Wales that food growing, in both urban and rural areas, can stimulate more sustainable forms of community development. Greater attention is now being placed on the need to develop more localised and sustainable food systems capable of delivering a wide range of economic, environmental, social and cultural objectives. The role of growing activities, such as allotments, community gardens and CSA schemes in contributing to these broad objectives has received particular attention and the opportunities they present, particularly in terms of their linkages with a wide range of policy objectives, are beginning to put significant pressures upon local authorities across Wales to reconsider the availability of land for such activities.

Nevertheless, there remains a significant amount of work to be done in this regard. Pressures on land have tended to reduce the significance and importance attached

to food growing initiatives within local authority portfolios. The following sub-section presents the key findings from the interviews undertaken with representatives of local authorities in Wales.

### **Local authority involvement in community grown food**

#### *Allotment provision at local authority level*

The interviews with local authority representatives indicated that allotments remained the principal vehicle through which the public could gain access to land for food growing. Nearly all of the authorities indicated some degree of involvement in allotment provision; however, the amount of land allocated for this purpose varied considerably between local authorities.

In terms of coordination and delivery, a few authorities were directly involved in the management of allotment sites and the allocation of plots, while the vast majority had transferred responsibility for overseeing the delivery of allotment duties either to individual allotment associations or to community councils within their area. This reflected an increasing trend towards self-management, and many local authorities recognised that they had a responsibility for providing information and training to enable community councils and allotment associations to carry out their activities effectively. Many local authorities therefore indicated that they retained a 'coordinating' role – responding to queries from existing and interested individuals and groups, and dealing with difficulties if and when these arose.

Within local authorities, allotment administration was most likely to be found in Property Services or Countryside Services, whose main functions included buildings and land management. There was, however, some variation with some authorities placing responsibility for allotments under other divisions or departments, such as Regeneration and Leisure. Within these authorities, there appeared to be a greater emphasis on joint-working between different parts of the

authority in order to deliver allotment duties and to coordinate community growing activities.

The changing demography of allotments was noted by several interviewees, with greater interest from community groups, families, and individuals with special needs or mental health issues. As a result, it was recognised that allotment sites should adapt to changing needs, for example, by providing communal areas for group-based activities, children's play areas and differently sized plots.

#### *Other community growing activities*

Local authority involvement in the community grown food agenda was not, however, restricted to the provision of allotments. Indeed, the interviews revealed that a large number of respondents were familiar with the wider concept of community grown food and there appeared to be a great deal of interest in the subject.

To reflect this interest, a number of authorities had recently developed strategies for promoting community food production within their areas, many of which were aimed at encouraging closer collaboration between the local authority and local residents in the delivery of growing projects. These included a recent project implemented by Bridgend County Council and funded under the Rural Development Plan for Wales 2007-2013 to facilitate joint-working and knowledge exchange between landowners and rural communities in the Vale of Glamorgan, which contained a strand specifically aimed at promoting the development of growing activities at the local level. Similarly, the Age Friendly Communities Project, established by Anglesey County Council in April 2011, was highlighted as a further example of the potential value of growing activities in contributing to wider objectives linked to community cohesion, improving the health of communities and providing a vehicle through which to bring local residents together.

Further to this, several authorities indicated that they had been approached by sections of the community interested in developing food growing activities and were therefore considering establishing projects at the time of the research. A number of local authorities, however, indicated that they did not have a specific policy and stated that the provision of allotments was their only food production strategy.

Several authorities, whilst not developing food-growing strategies, were investigating the possibility of establishing food-related projects to fulfil demand and overall to encourage sustainable development within their area. For example, a number of authorities indicated that they were actively promoting local foods and produce within their areas – activities that were seen to have similar aims and objectives to community food growing.

#### *The role of local authorities in the delivery of community growing activities*

The traditional role of local authorities as key facilitators and enablers at the local level was cited by a number of respondents as a key reason why authorities should be actively involved in the delivery of community grown food. A number of local authorities felt that it was important for them to become involved in promoting the community grown food agenda as they were best placed to coordinate activities and bring interested parties together. Several acted as important enablers and facilitators and provided coordination, advice and expertise to community groups and those interested in developing growing projects. The role of the local authorities as a source of financial assistance and other necessary resources was also pointed to by a number of authorities, highlighting the central role of local authorities in supporting community-based food initiatives.

However, some interviewees felt that this traditional role was no longer suitable, especially in terms of activities such as

food-growing projects, and mainly saw the role of the authority as making the funds and resources available to enable projects to develop, as these respondents emphasised:

*'We've tried to ensure that the community is consulted throughout the process of setting up new schemes so as to ensure that they feel a sense of ownership over any new projects or activities and that any ideas are initiated by communities and not driven by the Council.'*

*'If it's going to be a community project then it should be organised and run by the community. I mean obviously we would still have a role, perhaps more of an advisory role than anything else...'*

#### **Key issues in the development and delivery of community grown food at the local level**

The interviews raised a number of key issues relating to the development of community grown food activities at the local authority level. These are now discussed in turn.

#### *The importance of local authority support and involvement*

The provision of support for food growing activities other than allotment growing is not a statutory obligation for local authorities, and is therefore not viewed as a priority for many local authorities. However, the wider benefits of food growing activities in relation to the delivery of wider policy objectives at the local level were noted throughout the interviews with local authority representatives. The need for greater support and encouragement from key actors within the local authority was highlighted as a key factor in determining the success of community growing activities at the local level, as these respondents observed:

*'Seminars and workshops are really useful for networking with other officers who are on the ground doing the job, but really they're addressing the wrong people - the people that need to be*

*addressed again are the councillors. Local authority officers are already out on the ground - we're going round, we're managing waiting lists, and we've been preached at so we're already converted, you know. But, we can't go anywhere without funding and without support of our councillors. If you haven't got the political will to do something like this, it's either going to be done privately or it's not going to be done at all.'*

*'You can have as many good ideas as you can, but we're sort of at the lower end of this chain really, aren't we? So, people can tell us about all these wonderful initiatives and what's going on, but actually the directors and the people at the top end of the chain are the ones that need to be influenced and persuaded that these are good initiatives that are worth investing in. At the end of the day, it's those people who are going to make the decision and put the people in place to get these things done.'*

### *Improved guidance and support*

Many local authorities pointed to the need for further government guidance and support, and examples of best practice in order for them to become more actively engaged with the community grown food agenda. It was argued that whilst the concept of community growing was being actively promoted and supported by the Welsh Government at a national level, relatively little guidance was currently being provided on how to translate the concept and idea of community growing into practice.

### *Land availability*

Issues concerning the availability of land were highlighted throughout the interviews and were cited as key obstacles to the wider development of community grown food activities at the local authority level. Some of the problems encountered by local authorities in their search for suitable land for food growing are illustrated by the following quotes:

*'One of the major challenges at the moment is finding suitable land, and*

*within that the highways department needs to consider access as it's not just a case of picking any land available – there are wider issues relating to traffic management and safety which need to be considered. There are also issues about land contamination, because you often need substantial investment to overcome land contamination issues before you can even think about handing the land over to the community council for growing.'*

*'The only way to solve the land availability issue is to approach adjacent farm land and somehow try to encourage landowners to sell or lease out land for community growing. But that then raises a number of planning and legal issues, like the value of land.'*

### *Funding*

The majority of interviewees stated that a major restraint on the increased provision of additional land for allotments and growing activities was a lack of resources and the increasing need for authorities to release assets in the current economic climate, as these interviewees indicated:

*'Pressure on land is a key obstacle for us at the moment – the main emphasis is now on calculating the value of land, with the aim of selling off land to raise funds. As a result, any commitments to establishing new allotments have not been high up on the Council's list of priorities.'*

*'The problem is that in these times there are considerable restrictions on funding, with budgets being eroded all the time. So I would say due to the financial situation, we haven't really moved forward at all in terms of supporting the wider development of growing activities within the county. Because if you want to develop a new site you have to provide toilet facilities, new sheds, you have to invest in equipment, you have to secure the site with fencing and so on and, and supply water, provide car parking spaces, areas to keep skips for removal of waste, so it's quite an investment in just setting things up. If we were to go ahead with them we would certainly be looking to access grants from whatever sources are available. Realistically, very little of our own*



*money will be going into it in this economic climate.'*

When questioned about the future development or expansion of allotment provision and wider community growing activities, several authorities indicated that they were looking into the availability of alternative sources of funding from schemes such as the Tidy Towns Initiative and organisations such as Keep Wales Tidy in order to enable the establishment of new sites and projects to fulfil demand for growing activities. It was argued, however, that unless additional funding became available to enable authorities to increase the number of allotment sites, it was likely that provision would stay the same in many areas.

### **Delivering Community Grown Food through Axes 3 and 4 of the RDP for Wales 2007-2013**

The research sought to determine the extent to which community grown food activities were currently being encouraged and supported under the Rural Development Plan for Wales 2007-2013 – specifically under Axis 3 (enhancing the quality of life in rural areas) and Axis 4 (supporting the implementation of locally-based approaches to rural development using the 'LEADER<sup>5</sup>' approach). The latter is a method used within the RDP to provide a way of harnessing local knowledge to enable a 'bottom-up', community-led approach to the delivery of support for rural development.

Since its launch in 1991, the LEADER programme has provided rural communities across the EU with the opportunity to play an active role in shaping their own future, through finding innovative solutions to the many challenges that rural areas now face, such as an ageing population, poor levels of service provision and a lack of employment opportunities. During its three

previous programming periods - LEADER: I (1991-1994), II (1995-1999) and LEADER+ (2000-2006) - the method has had considerable success and generated a great deal of enthusiasm in rural areas across the EU. For the 2007-2013 programming period, LEADER no longer operates as a free-standing programme financed as a 'community initiative' under EU Structural Funds, but has been mainstreamed within overall EU rural development policy, and is included in national and regional rural development programmes alongside a range of other rural development axes.

The RDP for Wales 2007-2013 was formally approved by the European Commission's Rural Development Committee in 2008 and will deliver grant aid totalling £795 million - £195 million of which is drawn from the European Agricultural Fund for Rural Development (EAFRD). The Welsh Government is responsible for delivering Axes 1 and 2 of the plan, while much of Axis 3 funding is delivered through local authorities, but with a commonality of approach. As an example, in Flintshire Axis 3 is managed by the County Council on behalf of Flintshire Rural Partnership, and Cadwyn Clwyd (a well-established rural development agency which participated in the LEADER+ programme) has been selected to implement local development strategies in both rural Flintshire and rural Denbighshire for part of Axis 3 and for the whole of Axis 4. The aim of combining the delivery of both axes is to promote closer integration of funding streams and programmes and ensure coherence and co-operation at the local level. It will also allow the innovative, cross sectoral, integrated LEADER approach to feed directly into the activities delivered across the RDP's three thematic axes and provide a direct route for moving successful LEADER activity onto the next stage.

A key feature of the LEADER approach involves the establishment of Local Action Groups (LAGs), made up of representatives of the rural community and local organisations and agencies from

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<sup>5</sup> The term LEADER is derived from a French acronym: 'liaisons entre actions de développement de l'économie rurale' (links between actions for the development of the rural economy).

the rural areas in which they operate. There are currently 18 LAGs in operation across rural Wales; these build upon the seven existing LAGs supported under LEADER+ and include a number of 'new' areas not previously included in rural programmes, such as rural areas in the counties of Merthyr, Caerphilly and Swansea.

As part of the research, the team requested information from the 18 LAGs across Wales to gauge their involvement in any community growing or other community food related activities or projects since the launch of the RDP in 2008. The information received provided evidence of a range of activities being undertaken in this field – details of which are provided in the following section. The examples provided below include all the information that was made available to the WRO during the research. It may, therefore, not provide a comprehensive overview of all completed and ongoing community growing activities being supported by the LAGs across Wales. The research also uncovered activities and projects delivering wider environmental and agri-food objectives, such as small agri-food based enterprises, farmers' groups and food co-operatives; however, as these activities fall outside the definition of Community Grown Food adopted for this research they have not been included in the research.

### **Caerffili Cwm a Mynydd Rural Development Partnership**

#### *(i) Routes 2 Life*

The Caerffili Cwm a Mynydd Rural Development Plan Partnership, which delivers programmes under Axes 3 and 4 of the RDP in the rural communities within the boundary of Caerphilly County Borough, has identified three key priority areas for its work programme; rural industry and produce, tourism and recreation, and villages and communities. Under the first of these priority areas, the partnership, in co-operation with Groundwork Caerphilly, has supported the development of the Routes 2 Life

programme which provides formal and informal opportunities for individuals from the rural wards within the County to gain experience and skills in horticulture, whilst also developing their employment prospects, self-esteem and general well being. The programme also promotes the benefits of horticulture and wider engagement with the natural environment as a means of aiding physical and mental recovery from a range of health problems.

Through the programme, volunteers can participate in a variety of horticultural activities, such as weeding, planting and growing plants and food produce. During the 2010-2011 period, the programme offered 18 formal training courses, which included Lantra<sup>6</sup> qualifications in dry stone walling, hedge laying, brush cutting, woodland management, lime plastering and wood chipping; credit based learning opportunities such as Open College Network (OCN) accreditations; along with informal training in permaculture, bushcraft and green woodwork. It also offered a range of volunteer placements through referral agencies such as Job Centre Plus, GAVO, Shaw Trust and the Gwent Probation Service. Since its establishment, the programme has provided opportunities for over 200 young people and children to gain experience and skills in horticulture, and enabled 21 individuals to successfully gain formal qualifications within the field.

#### *(ii) Solid Ground*

The Solid Ground programme is a community-led environmental regeneration programme which aims to work with individuals and groups across Caerphilly Borough to bring about positive social and environmental change to their rural communities. The programme is one of a number of initiatives delivered by Groundwork Caerphilly, a key player in local regeneration and sustainable

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<sup>6</sup> Lantra is a Sector Skills Council for land based and environmental industries, which operates across the UK to provide land-based training and help people find employment in the environmental and agricultural sectors.

development, and has received funding under Axis 3 of the RDP.

Since its establishment, the programme has worked with volunteers, users and staff members of Hafod Deg Day Centre in Rhymney, along with community members, to design and develop a community garden on the site. Key activities have included growing fruit and vegetables, with the aim of promoting healthy living practices and increasing local environmental awareness within the local communities. More recently, as part of the 'Blooming Lovely' project in Phillipstown, the Solid ground team have worked closely with Groundwork Communities First officers, Phillipstown Allotment Committee and local youth workers to develop a community allotment plot, comprising a poly tunnel, raised beds, composting bins and a tool shed. A key objective of the project is to use the allotment plot as a facility that inspires interest in horticulture and the environment among local residents, as well as providing a focal point for local training and education.

### **Pembrokeshire Advance and PLANED**

PLANED is the LAG nominated by Pembrokeshire Advance, the RDP partnership covering the rural county of Pembrokeshire, to take forward Axis 3 and 4 of the RDP. PLANED is a well-established community-led partnership that has participated in the LEADER programme since its inception in 2001. Within its current work programme, PLANED is working to implement a number of interrelated strategies under six key themes: supporting local community activities to improve their quality of life; promoting a sense of place / valuing the environment; developing a culture of entrepreneurship; encouraging local enterprise; developing sustainable tourism; and supporting sustainable agriculture.

The Sustainable Communities Pembrokeshire project, which began in

March 2011 and is supported under Axis 4 of the RDP, aims to engage with local people through a range of activities and workshops to identify gaps in rural and needs and take action to meet these needs. The focus of the project is on community capacity building, creating linkages between sectors to achieve a more joined-up approach, and encouraging innovation to strengthen the socio-economic base of communities by piloting new and innovative approaches. During 2011, the project supported a number of community growing and community food-related activities, including commissioning a food-mapping report which looked in detail at the issue of sustainable local food on the St. David's peninsula; providing advice and support to the Pembrokeshire Growers Association through a range of community events and thematic workshops; and supporting the establishment of new growing projects – including a new allotment site in St. Dogmaels, near Cardigan, a new growing project in Phoenix Community Centre in Fishguard and the Newport Herb Garden.

In addition to these activities, the Pembrokeshire Community Growing Network has been set up with support from PLANED in direct response to the growing interest from community groups and individuals across Pembrokeshire in community growing and allotment gardening. Through the network, PLANED supports existing and emerging community allotments and other community growing projects to share examples of best practice, and to increase knowledge and skills in gardening. The network regularly arranges site visits to established growing projects within the county and across Wales, and encourages members and participants to share their experiences and signpost groups to potential sources of funding and support. The network has arranged regular visits to Caerhys Organic Community Agriculture (COCA) – a CSA scheme based in St. David's that was launched and founded in 2009 with support from Eco City Group and PLANED. In 2010, PLANED financed a visit from Nick Weir of Stroud Community Agriculture project to provide

advice on how to set up a CSA, which was followed by a visit to the site in Stroud to see how the project was run. The network also provides advice and support for outreach activities such as publicity, open days and skills development opportunities.

### **Cadwyn Clwyd**

Cadwyn Clwyd is a Rural Development Agency which was incorporated in 2001 to deliver rural development programmes in the rural areas of Flintshire and Denbighshire, one of which is the LEADER programme. Under its current work programme, the Company is involved in supporting activities and projects in a wide range of areas, including rural services, rural tourism, alternative energy, community heritage, local festivals and events, forestry and agri-food, in particular community based food activities. The following sub-sections provide a brief overview of the food-based projects currently being implemented.

#### *(i) FlintShare Community Co-operative*

FlintShare is a community run social enterprise based in Flintshire, north Wales, which was established in September 2010 with support from Cittaslow Mold and Cadwyn Clwyd. It aims to produce fresh, local and sustainable food for its members through a network of small community gardens across rural Flintshire, including sites at Cilcain, Ffynnonogroyw, Northop and Hawarden. The project relies heavily on the voluntary work of its members who 'share a common vision to produce food in a way that is sustainable and reduces 'food miles'' (Flintshare, 2012). In the future it intends to develop into a true CSA scheme by working with a professional grower or farmer. The cooperative plays an active role in local communities, regularly holding festivals and celebrations and hosting sessions for local voluntary groups and schools at its sites.

#### *(ii) St. Asaph Allotments*

In 2010, St. Asaph Allotment Association received support from Cadwyn Clwyd to establish an allotment site providing 32 individual plots on part of a 22 acre site of agricultural land owned by St. Asaph Town Council. The association secured funding through the Denbighshire Agri-Food project under Axis 4 of the RDP to prepare the site and install pathways to enable access. Members range from young people to local pensioners and the association are looking to further develop and strengthen the family and community ethos of its work.

#### *(iii) Transition St. Asaph*

Transition St. Asaph, a community led sustainability group, has entered into discussions with Cadwyn Clwyd about creating the county's first permaculture community farm. This is expected to be a volunteer run project which provides low cost food to the people of St. Asaph, acts as a platform for the promotion of the permaculture system and raises awareness of its work among local communities and business. The group is currently looking at ways to work with local communities and businesses to mobilise support for the project and secure land in and around St. Asaph.

### **Community Foodie project: Creative Rural Communities (Vale of Glamorgan), Reach (Bridgend) and CreaTe (Torfaen)**

The Community Foodie project aims to identify, develop and support community food growing in the rural areas of the Vale of Glamorgan, Bridgend and Torfaen. Its overall aim is to strengthen communities by increasing the amount of produce grown and consumed locally, and in doing so enable them to develop valuable skills, promote healthy lifestyles and bring community members of all ages together. As well as providing hands on practical support to groups interested in establishing local growing projects, the project is aiming to establish and maintain a resource and material bank, from which communities and growing groups can access tools and machinery, and any

materials required to set up a garden, for example wood to construct raised beds.

The governance structure for the project is composed of a cross-border steering group made up of representatives from the three individuals LAGs in each county<sup>7</sup> and other public, private and community organisations and agencies, which maintains responsibility for overseeing the delivery of the project, and three local steering groups based in each county which deal with linkages at the local level.

The project has a number of key aims, which include:

- encouraging and facilitating joint working between land owners and local communities;
- seeking alternative uses for under-used land;
- developing horticultural skills through sharing knowledge and expertise;
- increasing the amount of produce grown locally;
- increasing the availability and consumption of local produce;
- contributing to developing local food cultures;
- celebrating the diverse role of food within communities.

Through a joint development approach the activities of the Community Foodie project are closely tied with the work being carried out by the Federation of City Farms and Community Gardens (FCFCG) in the delivery of its Tyfu Pobl project, with the Tyfu Pobl project operating at a regional level and the Community Foodie project focused on a more local level. Collectively this will provide a range of support for different models of community growing

schemes and a range of activities that link to the actions within the Welsh Government's Community Grown Food Action Plan.

Although the project is in its initial stages, significant progress has already been made in starting to implement the key aims of the project, and in particular in establishing contact with interested community groups. The three LAGs are currently working closely to share knowledge and experience, through attending joint meetings, visiting existing community food projects, as well as potential future sites, and by developing a joint working relationship with the FCFCG and their Tyfu Pobl program. With the help of a graphic design company, the project has also developed a unique Community Foodie brand, which will be used to raise awareness of the project within the three counties and beyond, and which will be circulated in the local media, online and at local community events.

In the Vale of Glamorgan alone, the project has established links with nine community groups interested in establishing food growing activities, with each group presenting a unique set of circumstances and vision for their community growing project. These groups include community councils, independent community groups (such as Transition groups), and groups directly linked to organisations.

The project has also engaged with a number of private landowners within the Vale to identify suitable land for developing growing projects. However, the experience to date suggests that this particular group is more reluctant to engage with the community grown food agenda at present, thus further work will be done to develop approaches to raise awareness of the different options available to them, and communicate the benefits of developing a food growing project linked to the local community.

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<sup>7</sup> The three LAGs include: Creative Rural Communities (CRC) - a regeneration and economic development initiative led by the Vale of Glamorgan Council in partnership with various public, private and voluntary sector organisations; Reach, the Rural Development Programme covering the rural wards within the county of Bridgend; and CreaTe, the Local Action Group which is responsible for promoting the work of the Rural Development Programme in Torfaen.

## **CreaTe, Torfaen Rural Development Programme**

CreaTe, the Local Action Group set up to deliver Axes 3 and 4 of the RDP within the seven rural wards across Torfaen, has been successful in securing funding for several projects under the RDP, one of which contains an element of community or school-based growing activities. During the period 2008-2011, the RDP team secured funding under Axis 3 to restore and adapt the Grade II listed Llanyrafon Manor house and grounds. The site and its activities will have a strong focus on community use and will become a local asset. Funding has been secured for the period 2011-2013 to continue this work and to employ a Rural Heritage Officer who will develop and implement an activity programme at the centre. As part of this programme, the RDP team will work in partnership with local schools to engage children and young people in their natural heritage. This project will be linked to the existing Forest Schools programme being implemented by the Welsh Government.

## **Glasu, Rural Development Plan for Powys**

Glasu is a local partnership of public, private, voluntary and community organisations which forms part of the Powys Rural Partnership, which was set up in 2000 to oversee the development, management and implementation of EU funded rural development programmes in Powys. Its current programme for the period 2011-2013, entitled 'A Resilient Powys' aims to support the diversification and sustainability of the rural economy and improve the quality of life of the County's residents. It seeks to support individuals, communities and businesses to become more resilient to the local, national and global economic and environmental challenges that they face through focusing on five key priority areas: namely farm diversification, business innovation, innovative tourism, community resilience and cultural heritage. Collectively these deliver a programme of support and financial assistance to encourage innovative, bottom-up,

sustainable and small scale initiatives, led by individuals, businesses and communities.

Under the fourth of these priority areas, Glasu is currently supporting a number of projects that are specifically aimed at developing sustainable localised food options including community land use, food production and distribution, and increasing awareness of local products and markets, particularly among marginalised and excluded members of the rural communities across Powys. Brief outlines of four projects are provided below.

### *(i) Little Green Farm's Seed Saving Education Project*

This project is developing a web-based educational resource to assist schools and pupils to manage their school gardens, through the provision of seasonal-based instructional web blogs and updates, lesson plans and gardening supplies, such as supplies of pollinated vegetable seeds. Within the project, strong emphasis is placed on developing enterprise skills and approaches linked to the school garden, for example, by encouraging schools to consider different approaches to using the seeds to recoup the purchase price of the resource, thus making the gardening activities cost-neutral during the first year.

### *(ii) Fine Pluck*

Proposals are currently being considered to establish a viable, high-end herbal tea business using produce grown on a 17 acre smallholding in the Cambrian Mountains in mid-Wales, harvested from the wild and sourced from other partner growers, using permaculture principles. Initial support provided by Glasu have enabled Fine Pluck to undertake a study looking into the feasibility of such products, the cost of production and the ability to harvest enough crop using permaculture methods from the smallholding and other growers in the local community.

*(iii) 'Food Stories' Oral History Project  
(pending LAG approval)*

A partnership of voluntary organisations based around the village of Howey near Llandrindod Wells, which include Ashfield Community Enterprise, are currently working on proposals for a project which aims to collect local traditional knowledge about growing, processing, producing, preserving and storing food, which will be made available to local communities and the general public to draw upon and use. The project proposals also include the development of a specially equipped preserving kitchen that can be used by partners, businesses and members of the public to undertake activities such as juicing, drying, bottling and smoking, to trial and develop new products, and to make use of locally grown food produce and surpluses.

*(iv) Llanidloes Community Kitchen  
Feasibility Study (pending LAG approval)*

A local artisan baker in Llanidloes is seeking to explore the possibility of setting up a shared kitchen/food processing resource to enable him and other locally based growers and producers to increase their capacity and to enable entry into new and existing market. The aim is to reduce the considerable expense of setting up separate facilities for each producer, which is seen to act as a barrier to individuals and businesses wishing to enter the market or to expand their production. The study will explore the feasibility of using existing, underused compliant kitchens in the area such as at the community centre or local schools, and once completed, the applicant proposes to assist with the establishment of similar facilities in neighbouring communities.



## SECTION 3: COMMUNITY GROWING SURVEY: ANALYSIS

### Introduction

This section consists of an analysis of the Community Growing Survey. It contains frequency analyses and commentaries, and the data are illustrated with tables. As discussed in the methodology section, three versions of the survey questionnaire were produced. These questionnaires were designed around a common template with variations for each of the three types of growing project: community gardens [CG], allotments, and community supported agriculture [CSA] schemes. Copies of the three questionnaires are at Appendices 2 to 4.

The analysis that follows is divided into five sub-sections:

- Analysis of questions common to all models of community growing
- Analysis of CG questions
- Analysis of Allotment questions
- Analysis of CSA questions
- Summary of key points from the analysis

### Allotments, Community Gardens and CSA schemes: Responses to common questions

#### Project Details: Location, Area and Demography

In total, 196 community growing projects responded to the survey. Table 3.1 shows the breakdown between the different types of project.

**Table 3.1 Survey Respondents**

Project type	Count	Proportion of survey
Community Garden	48	24%
Allotment	143	73%
CSA	5	3%
<b>Survey Total</b>	<b>196</b>	<b>100%</b>

Table 1.1 on p.12 shows the spatial distribution of the survey responses and also shows the proportions of community growing projects to be found in rural, semi-rural, urban and valleys locations. As the table shows, Caerphilly had the highest number of responses from community growing projects, followed by Pembrokeshire, Swansea, Rhondda Cynon Taff and Blaenau Gwent. In terms of the type of area, the Valleys had the highest proportion of community growing projects, with a particular concentration of allotment sites.

Table 3.2 shows the size of the three community growing projects models surveyed.

**Table 3.2 Size of community growing sites**

	Less than 0.5 ha	0.5ha - 1 ha	Over 1 ha
Community Garden	38%	32%	30%
Allotment	52%	23%	24%
CSA	(1)	(3)	(1)
<b>Total</b>	<b>47%</b>	<b>27%</b>	<b>26%</b>

Just over half of the allotment sites surveyed were less than half a hectare in area, as were the largest proportion of CGs. The mean area of allotment sites was 0.85 ha. For CGs and CSA schemes the mean areas were 7.4 ha and 3.3 ha respectively.

One important point to note is that some community growing projects submitted the total area of the land that they owned rather than that used for growing. This resulted in inflation of the mean area figure. For example, a CG located on a former airfield submitted an area of 146 ha. Other high submissions included 72 ha and several of 10 ha. Removing the highest five outliers resulted in a mean of 0.76 ha for CGs.



## The Demography of Community Growing

Across the survey there were almost twice as many male as female site representatives: i.e. the person who completed the questionnaire. In the case of allotment sites this was a member of the allotment committee, while for CGs and CSA schemes it might have been the project initiator, the project manager, a committee member or a grower. However, the gender ratio was reversed in the case

of CGs. Table 3.3 shows the gender of site representatives, and Table 3.4 shows the age ranges of site representatives.

**Table 3.3 Gender of site representatives**

	Female	Male
Community Garden	58%	42%
Allotment	28%	72%
CSA	(1)	(4)
<b>Survey Total</b>	<b>35%</b>	<b>65%</b>

**Table 3.4 Age of site representatives**

	Under 30 years	30 to 39 years	40 to 49 years	50 to 59 years	60 to 64 years	65 years or over
Community Garden	12%	23%	23%	23%	5%	14%
Allotment	2%	1%	12%	28%	18%	40%
CSA	(1)	(2)	(0)	(1)	(1)	(0)
<b>Survey Total</b>	<b>5%</b>	<b>7%</b>	<b>14%</b>	<b>27%</b>	<b>15%</b>	<b>32%</b>

The salient point from Table 3.4 is the age profile of allotment representatives, who tended to be older than those of CGs and CSA schemes.

Site representatives were asked to provide gender and age details of people working on the CGs and CSA schemes or of allotment plot holders. Table 3.6 shows these data.

Taken together the data shown in Tables 3.3, 3.4 and 3.5 appear to reinforce the received stereotype of allotment sites as the province of older men. For CGs and CSA schemes the gender ratio was more even. In addition, more people in the younger age groups participated in these types of community growing activities than allotments.

**Table 3.5 Age and Gender of people on community growing sites**

	Male	Female	Under 16	16-24	25-34	35-44	45-59	60 and over
Community Garden	52%	48%	11%	9%	19%	19%	20%	22%
Allotment	76%	24%	1%	2%	9%	17%	29%	43%
CSA	62%	38%	25%	6%	26%	35%	6%	1%
<b>Survey Total</b>	<b>69%</b>	<b>31%</b>	<b>4%</b>	<b>4%</b>	<b>12%</b>	<b>18%</b>	<b>26%</b>	<b>37%</b>

Table 3.6 presents information on the distance travelled by site members and shows that community growing projects were essentially local, with large proportions of site members living relatively close to the growing area. This was particularly the case with allotments.

The most popular method of transport to the community growing sites was walking (42%), followed by motorised transport (35%, of which 9% shared a vehicle). Smaller proportions used bicycles (9%); public transport (6%); or mixed methods (3%).

**Table 3.6 Distance travelled by site members**

	Under ½ a mile	Between ½ - 1 mile	Between 1 - 2 miles	More than 2 miles
CG	28%	18%	23%	31%
Allotment	40%	28%	21%	10%
CSA	5%	5%	25%	65%
<b>Total</b>	<b>37%</b>	<b>25%</b>	<b>22%</b>	<b>16%</b>

Site representatives were asked what, in their opinion, were the key motivations for people to become involved with community growing. Table 3.7 shows these responses. 'To improve personal health and well-being' emerged as the overall key motivation. Arguably, this

motivation embraced food, physical and mental health. Please note that five CSA schemes responded to the survey. Returns for 'to develop an alternative food system' and 'to increase local food production' were surprisingly low.

**Table 3.7 Key motivations for becoming involved in community growing**

	Access to land	To develop an alternative food system	To increase local food production	To improve personal health / well- being	To meet other people	To learn more about the environment
CG	42%	56%	60%	79%	79%	54%
Allotment	34%	57%	36%	86%	62%	20%
CSA	(0)	(2)	(1)	(4)	(5)	(4)
<b>Total</b>	<b>35%</b>	<b>56%</b>	<b>42%</b>	<b>84%</b>	<b>67%</b>	<b>30%</b>

**Table 3.8 Crops grown on community growing sites**

Type of crop	CG	Allotment	CSA	Total
Root crops	63%	93%	(5)	<b>86%</b>
Vegetable fruits	54%	88%	(4)	<b>80%</b>
Onions and allium family	58%	94%	(5)	<b>85%</b>
Stem / perennial vegetables	42%	73%	(4)	<b>66%</b>
Peas and beans	63%	94%	(5)	<b>86%</b>
Brassicas	50%	90%	(5)	<b>80%</b>
Salads and leaves	58%	89%	(5)	<b>82%</b>
Herbs	63%	79%	(4)	<b>75%</b>
Tree fruit	69%	58%	(3)	<b>61%</b>
Soft fruit	60%	80%	(3)	<b>75%</b>
Vine fruit and stems	23%	37%	(2)	<b>34%</b>
Flowers	50%	78%	(4)	<b>71%</b>
Other	17%	8%	(1)	<b>10%</b>

## Site Use, Activities and Challenges

### Site Use

Table 3.8 shows the types of crops that were grown on the responding community growing projects and the proportions of responding projects that grew them.

Other crops produced on community growing sites included hops, willow, bedding plants, semi-tropical crops and nuts. On some sites animal husbandry was practised; for example, chickens and ducks were kept. Another increasingly popular item of produce was honey from

on-site beehives. Bees were also seen as a direct contributor to biodiversity. Table 3.9 shows how the community growing projects distributed their produce.

As allotments, by definition, exist for the production of food for personal and household consumption, a 100% return for 'personal consumption' might have been expected. There were two reasons why this was not the case. First, a small number of allotment sites did not answer the question. Second, some allotments operated as community gardens and practised collective consumption and donated produce.

**Table 3.9 Distribution of food produce**

	Personal consumption	Sale of 'surplus produce'	Collective consumption	Donate produce	Other
CG	54%	50%	46%	23%	15%
Allotment	92%	5%	9%	27%	15%
CSA	(2)	(3)	(2)	(3)	(3)
<b>Total</b>	<b>83%</b>	<b>18%</b>	<b>19%</b>	<b>27%</b>	<b>16%</b>

**Table 3.10 Measures taken by sites that encouraged biodiversity and wildlife**

Biodiversity Measure	Yes	Mature trees	Pond / water feature	Unmown grass	Log pile	Wildlife boxes	Other
CG	<b>83%</b>	85%	60%	88%	83%	63%	25%
Allotment	<b>50%</b>	73%	55%	41%	52%	68%	18%
CSA	<b>(5)</b>	(4)	(5)	(4)	(2)	(3)	(2)
<b>Total</b>	<b>59%</b>	<b>78%</b>	<b>59%</b>	<b>59%</b>	<b>62%</b>	<b>66%</b>	<b>22%</b>

*Biodiversity, Wildlife and Conservation*

Among the aims of some of the community growing projects, especially the CGs and CSA schemes, was the promotion of biodiversity and wildlife. Site representatives were asked whether or not their site was managed to encourage biodiversity and wildlife, and what measures they had installed to achieve this aim. Table 3.10 shows these data. Other measures included wild areas, hedgerows, the encouragement of biodiversity on river banks, otter holts, wormeries, and beehives, which, as mentioned above, also produced honey for personal consumption or sale.

In terms of conservation, Table 3.11 shows the proportions of the growing projects that practised community recycling and composting. The returns for composting appear to be low, apart from the 100% of the five CSA schemes that composted. It might have been that individual allotment holders practised composting, rather than an all-site, shared compost heap or bin. Similarly, few CGs would not have a compost heap.

In addition, 29% of the total survey hosted educational visits; 20% held training

events; 24% had open days; and 23% held community events. A breakdown by project type of these activities is at Table 3.18, in the 'Collaborations, Achievements and Future Activities' sub-section.

**Table 3.11 Environmental activities on community growing sites**

	Recycling	Composting
CG	27%	71%
Allotment Site	22%	69%
CSA	(2)	(5)
<b>Total</b>	<b>24%</b>	<b>70%</b>

*On-site Facilities*

Community growing sites tend to be detached from facilities such as WCs, shelter and storage. Representatives were asked what facilities existed on their sites. The results are shown at Table 3.12. Other on-site facilities included recreational areas, poly tunnels, training rooms, and rubbish skips.

In terms of on-site facilities, allotments stand out as quantitatively different from CGs and CSA schemes, with the key point being that only 6% of allotments had a WC. This issue is discussed further in the Case Studies section of this report.

**Table 3.12 On-site facilities**

	Secure storage	Shelter	WC	Kitchen facilities	Café
CG	54%	54%	48%	38%	15%
Allotment	55%	31%	6%	4%	1%
CSA	(4)	(5)	(3)	(1)	(0)
<b>Total</b>	<b>55%</b>	<b>38%</b>	<b>17%</b>	<b>13%</b>	<b>4%</b>

### Key challenges

In addition to organising community growing and its governance, people involved with community growing projects often face challenges. Site representatives were asked what types of challenge their site had faced in recent years. Table 3.13 shows what types of challenge existed and the proportions of community growing projects that faced them.

The table shows that allotments were the most affected by vandalism, fly tipping and theft. Two types of theft were reported: theft of equipment and personal belongings stored on site, and theft of produce directly from gardening plots.

Site representatives were also asked if sufficient support was available to help them address challenges. Allotments were the most likely to respond positively at 41%. This could be attributed to their direct connection to local authorities and local councils, which had ultimate responsibility for allotment sites. CGs and CSA schemes were less positive at 29% and 17% respectively.

Notwithstanding these positive responses, 41% of allotments and approximately 29% of CGs and two out of five CSA schemes considered support to be adequate. The overall rate of satisfaction in terms of support was 38%.

**Table 3.13 Challenges faced by community growing projects in recent years**

	Vandalism	Fly tipping	Theft	Land tenure	Land/ soil quality	Legislation	Personnel issues	Other
CG	31%	19%	21%	10%	27%	19%	21%	15%
Allotment	59%	34%	58%	4%	17%	2%	18%	17%
CSA	(1)	(0)	(0)	(1)	(1)	(0)	(0)	(3)
<b>Total</b>	<b>51%</b>	<b>29%</b>	<b>47%</b>	<b>6%</b>	<b>20%</b>	<b>6%</b>	<b>18%</b>	<b>17%</b>

### Networks and Support

Other types of support for community growing projects were available and, in total, 48% of the community growing projects surveyed were affiliated to professional or representative institutions or organisations: 60% of CGs; 67% of CSA schemes; and 43% of allotments. The principal institutions and organisations, and the proportions of the three types of community growing projects that were affiliated to them are shown at Table 3.14 (overleaf).

As Table 3.14 shows, 42% of allotments were affiliated to NSALG; i.e. a majority of 58% was not affiliated. In the case of CGs, over half (54%) indicated that they were affiliated to FCFCG, and three of the CSA schemes were also members. Other

organisations to which projects were affiliated to included BTCV (British Trust for Conservation Volunteers), Keep Wales Tidy, Permaculture, the Southwest Counties Allotment Association, Action for Employment, the Tree Fruit Society for Wales, the Biodynamic Association and Wales Beekeepers.

The data at Table 3.14 show that two out of five CSA schemes and only 6% of CGs were members of the Soil Association: i.e. they were registered as organic growers. However, in response to the question 'What growing system do you use', all of the CSA schemes claimed to be organic, and two out of five used permaculture growing methods, which are organic methods.

**Table 3.14 Institutions and Organisations**

	FCFCG	RHS	NSALG	National Trust	Ground-work	Soil Association	Landshare	Environment Wales	ARI	Other
CG	54%	6%	10%	8%	19%	6%	2%	48%	4%	19%
Allotment	6%	4%	42%	1%	7%	1%	0%	4%	2%	10%
CSA	(3)	(0)	(0)	(0)	(0)	(2)	(0)	(1)	(0)	(0)
<b>Total</b>	<b>19%</b>	<b>5%</b>	<b>33%</b>	<b>3%</b>	<b>10%</b>	<b>4%</b>	<b>1%</b>	<b>15%</b>	<b>3%</b>	<b>12%</b>

**FCFCG** Federation of City Farms and Community Gardens  
**NSALG** National Society of Allotments and Leisure Gardeners  
**RHS** Royal Horticultural Society  
**ARI** Allotments Regeneration Initiative

Similarly, in response to the same question, 67% of CGs claimed to be organic and 27% used permaculture growing methods. To an extent, these results point to a potential disconnection between community growing projects and the Soil Association.

Site representatives were asked to rate the provision of support and advice to community growing projects in Wales. Table 3.15 shows these ratings. Although the overall ratings show that, at 44%, 'very good' and 'good' ratings exceeded 'poor' and 'very poor' (which totalled 37%), individually the three type of community growing project responded quite differently. CGs tended to hold good

opinions of their support organisations, with 63% of projects rating the provision of advice and support as either very good or 'good'. The equivalent figure for allotments was much lower at 39%, with 42% of projects rating the provision of advice and support within their field as either 'poor' or 'very poor'. Three out of the five CSA schemes surveyed also rated support as 'poor' or 'very poor'.

A relatively high proportion of CGs (19%) and allotments (20%) were not aware of support. Also 6% of the survey did not answer the question. These data point to a potential disconnection between community growing groups and support organisations.

**Table 3.15 Support and Advice to community growing groups**

	Very Good	Good	Poor	Very Poor	Don't Know
CG	12%	51%	12%	7%	19%
Allotment	7%	32%	29%	13%	20%
CSA	(0)	(1)	(2)	(1)	(0)
<b>Total</b>	<b>8%</b>	<b>36%</b>	<b>25%</b>	<b>12%</b>	<b>19%</b>

## Collaborations, Achievements and Plans for Development

### *Community and Network Activities*

Many of the community growing projects surveyed worked with other organisations to achieve shared aims. Table 3.16 shows the range of collaborative partners and the proportions of the growing projects that worked with them. Two more tables follow. Table 3.17 shows the principal motivations for collaboration with other community growing projects, and Table 3.18 shows the proportions of projects that held educational visits, training days, open days, and community events.

From Table 3.16, allotments had the highest levels of collaboration with local authorities at 55%, although they were practically matched by CGs at 54%. Given the close association of allotments with local authorities, this result was to be expected. However, the comparatively high incidence of CG collaboration with

local authorities suggests more proactive modes of collaboration.

On all the other categories of partners, allotments recorded low proportions. A key result is the 23%, just over one in five, of allotments that worked with other community growing projects. By contrast, CGs (46%) and CSA schemes (three out of five) were far more likely to collaborate with other community growing projects.

The individualistic nature of allotments compared with CGs and CSA schemes is reflected in Table 3.17. Allotments recorded far lower proportions that were motivated by the three 'sharing' categories: complementarity of activities; learning and sharing best practice; and sharing expertise.

Respondents tended to use the 'Other' category to provide details of their activities.

**Table 3.16 Working partners**

	Schools	Local authority	Health organisations	Youth groups	Local businesses	Employment / training schemes	Religious institutions	Other growing projects	Local charities	Other
CG	60%	54%	27%	38%	25%	35%	13%	46%	31%	15%
Allotment	22%	55%	5%	8%	3%	6%	1%	23%	8%	11%
CSA	(1)	(1)	(0)	(1)	(1)	(0)	(0)	(3)	(0)	(1)
<b>Total</b>	<b>31%</b>	<b>53%</b>	<b>10%</b>	<b>15%</b>	<b>9%</b>	<b>13%</b>	<b>4%</b>	<b>29%</b>	<b>14%</b>	<b>12%</b>

**Table 3.17 Principal motivations for collaborative working**

	Complementarity of activities	Sharing best practice	To reduce costs	Sharing staff / volunteers	Sharing expertise	Other
Community Garden	60%	69%	27%	31%	58%	6%
Allotment	15%	29%	15%	7%	30%	5%
CSA	(2)	(4)	(0)	(0)	(3)	(0)
<b>Total</b>	<b>27%</b>	<b>40%</b>	<b>17%</b>	<b>13%</b>	<b>38%</b>	<b>5%</b>



**Table 3.18 Community and Network activities**

	Educational visits	Training events	Open days	Community events	Other
Community Garden	56%	52%	52%	48%	13%
Allotment	18%	8%	14%	13%	6%
CSA	(4)	(4)	(3)	(5)	(0)
<b>Total</b>	<b>29%</b>	<b>20%</b>	<b>24%</b>	<b>23%</b>	<b>7%</b>

Apart from the low proportions of allotments that took part in Community and Network activities, which is consistent with the data in Table 3.16 and Table 3.17, the salient point from Table 3.18 is the high numbers of CSA schemes that took part in these activities. However, considering that 'Community' is enshrined in the title and ethos of Community Gardens, the 48% to 56% of CGs that participated in community activities appears to be low.

#### *Achievements*

Overall, 21% of the community growing projects surveyed had received prizes or awards: 35% of CGs, 15% of allotments, and two out of five CSA schemes. Site representatives were also asked what their community growing projects had

achieved in less tangible terms. These results are shown at Table 3.19.

The proportion of allotments that perceived that they had contributed to health benefits was on a par with CGs and CSA schemes, and at 43% a comparatively high proportion perceived that they had contributed to an increase in local food production and consumption. On all other categories allotments recorded low proportions compared with CGs and CSA schemes. For example, CGs were consistently high on all categories, except animal welfare.

#### *Plans for Future Development*

Table 3.20 shows the plans, with regard to expansion and diversification, of the community growing projects surveyed.

**Table 3.19 Significant achievements**

	Social inclusion	Civic Participation / pride	Community partnerships	Animal welfare	Local Environmental Improvements	Education and skills training	Therapeutic Horticulture	Environmental awareness	Social Consciousness	Local food production / consumption	Health benefits
CG	60%	42%	42%	8%	54%	71%	38%	63%	50%	65%	54%
Allotment	30%	16%	19%	7%	27%	15%	20%	24%	13%	43%	52%
CSA	(4)	(2)	(3)	(1)	(5)	(4)	(3)	(3)	(3)	(4)	(3)
<b>Total</b>	<b>39%</b>	<b>23%</b>	<b>26%</b>	<b>8%</b>	<b>35%</b>	<b>31%</b>	<b>25%</b>	<b>35%</b>	<b>23%</b>	<b>49%</b>	<b>53%</b>

**Table 3.20 Future development**

	Expand	Contract	Diversify	Stay the same
Community Garden	42%	2%	19%	10%
Allotment	21%	0%	8%	55%
CSA	(3)	(0)	(0)	(2)
<b>Total</b>	<b>27%</b>	<b>1%</b>	<b>10%</b>	<b>44%</b>



The results in Table 3.20 reveals that the three community growing models responded quite differently when questioned about their future plans. For example, community gardens were much more positive in their responses, with 42% indicating that they were likely to expand their activities, and a further 19% indicating that they were planning to diversify into new activities. Expansion plans included making use of under-used land; developing new activities linked to the community garden, such as a veg box scheme, training programme or café; developing links with other growing schemes, local schools and attracting more volunteers or project members; introducing new fruit and vegetable varieties; and expanding into neighbouring communities or areas. Of those projects that indicated that they were likely to diversify into new activities, this was mainly to generate income in order to reduce grant dependency and to secure the long-term sustainability of the project through adapting to changing priorities and demands.

In contrast, just over half (55%) of the allotment sites that responded to the survey indicated that activities on their sites were likely to stay the same, which may connect with the land availability issue highlighted in the previous section, and the fact that plans for expansion, contraction and site use, in terms of diversification, are often not under the direct control of allotment sites. Despite this, just over a fifth (21%) of sites had expansion plans and a further 8% indicated that they would diversify their activities. The types of activities being considered were very similar in nature to those mentioned by community gardens and included making use of under-used or vacant land; developing links with other allotment sites, growing projects and the wider community; to improve or expand on-site services and facilities; introducing new fruit and vegetable varieties; and contributing to wider sustainability objectives, for example through conservation and enhancement of wildlife species and habitats.

## Responses to Community Garden Questions

### Origins, Funding and Organisation

#### *Origins*

As indicated earlier in this section, 48 CGs responded to the survey. A small proportion (9%) of these CGs started before 2000 but at 79% a large majority had been initiated since 2005. Table 3.21 show the start dates of the CGs in the survey.

**Table 3.21 Start dates of CG projects**

Project start date	Proportion of projects established
Before 2000	9%
2000 - 2004	13%
2005 - 2010	72%
2011 onwards	7%

The high proportion of CGs that had started since 2005 arguably highlights an increasing public interest in community growing and gardening in general.

#### *Funding*

Table 3.22 shows how the CG projects were funded. From the table it is apparent that CG projects tended to have more than one source of funding.

**Table 3.22 Funding sources of CGs**

	N=48	
Public sector	14	29%
Private sector	6	13%
Charity	13	27%
Self-funded	16	33%
Donations	16	33%
Membership fees	15	31%
Fund-raising activities	21	44%
Combination of sources	13	27%
Other	3	6%

The main sources of income appeared to be relatively stable; over the last five years 26% had seen their main funding source change.

However, 42% of CGs stated that the recent economic recession had had an impact on their activities. Many of their comments related to difficulties in obtaining funding. Others had witnessed an increase in volunteer working on their projects.

### *Organisation*

At 91% the vast majority of CGs surveyed had a management committee of local people. Other organisational structures included oversight by a local charity and a volunteer bureau, a management panel that consisted of representatives of a national business, Careers Wales, a headteacher and a range of local people, while 3% of the CGs was in partnership with local authorities.

Advertising and marketing were used by 77% of CGs to promote their project; 10% did not promote; and 13% did not know if there was any promotional advertising or marketing. Table 3.23 sets out the methods used by the CGs.

While large proportions of the CGs used a wide range of methods, perhaps the most noteworthy was that almost half of them

were exploring the potential of social networking sites as advertising and marketing tools.

**Table 3.23 Advertising and Marketing methods**

CGs that promoted their project	
Project website	76%
Local media	81%
Face-to-face	100%
Community events	100%
Leaflets	81%
Social networking sites	46%
Other	10%

### *Employees, Volunteers and User Groups*

A total of 2,637 people worked on the 48 CGs surveyed. Table 3.24 provides further details.

In total, 80% of the people that worked on the CGs had specific responsibilities or areas of expertise.

On 67% of the CGs, volunteers carried out biodiversity and wildlife habitat creation work. The majority of CGs (86%) used their own members for this work, while 14% brought in volunteers from other organisations.

**Table 3.24 Employee and Volunteer details**

<b>N = 2,637</b>	<b>Numbers</b>	<b>Proportion</b>
Full-time employees (more than 30 hours per week)	53	2%
Part-time employees (under 30 hours per week)	106	4%
Regular volunteers (those who offer a steady contribution)	712	27%
Occasional volunteers (those who help out occasionally)	1476	56%
Other	290	11%
<b>Total employees and volunteers</b>	<b>2,637</b>	<b>100%</b>

Table 3.25 presents the proportions of the CGs that engaged with different types of people. The table shows that 65% of the CGs surveyed engaged with unemployed people and 52% and 46% respectively engaged with people with mental health problems and physical disabilities.

A relatively low proportion of 19% of CGs engaged with 'black minority ethnic groups'. This compared with 69% who considered that their CG reflected the ethnic makeup of the locality – 23% did not know.

**Table 3.25 Groups targeted by Community Gardens**

Groups	Proportion of CGs
Children (under 16)	58%
Young people (over 16)	54%
Older people	60%
Families with young children	44%
Unemployed people	65%
People with physical disabilities	46%
People with mental health problems	52%
Women	54%
Black minority ethnic groups	19%
People from low income families	44%
Ex-offenders	33%
No one group in particular	33%
Other	6%

### Site Use

The CGs surveyed occupied a range of different types of land and used a variety of growing methods, as shown in Table 3.26.

Some CGs were located on more than one category of land. Other types of land used by CGs included a churchyard and a wildlife site. At 67% the majority of CGs used organic growing methods; 27% used permaculture; 29% used conventional growing methods; and 8% used other methods. The other methods used included biodynamic growing an increasingly popular method. Both

permaculture and biodynamic growing are organic methods.

**Table 3.26 Type of land occupied by CGs**

Land type	Proportion of CGs
Public park / garden	8%
Private gardens	10%
School or other educational site	10%
Sports areas (i.e. playing fields)	2%
Vacant or derelict land	21%
Agricultural land	27%
Amenity green space	15%
Woodland	15%
Other	33%

### Constraints and Support for Community Gardens

Site representatives were asked to provide what they saw to be constraints on the growth of community gardens in general, and what should be done to promote them.

Broadly, their comments focused on three subjects. Firstly, there was a perceived need for better access to funding and grants. Secondly, there was a perceived need to identify land and to make it available for community gardens. Thirdly, the Welsh Government was urged to commit to the promotion and support of community gardens and to enable good support networks.

## Responses to Allotment Questions

### Site Details and Management

#### Site Details

In total, 143 allotment sites responded to the survey. On these allotment sites there were 4,281 plots for rent. The number of plots on a site ranged between three on a site in Pembrokeshire and 300 on a site in Cardiff.

Plots were let in both full plot size and as half plots. Standard full plot sizes were 250 m<sup>2</sup> or ten perch; half plots were 125 m<sup>2</sup> or five perch. In total, there were 2,997 (70%) full plots; 1,113 (26%) half plots; and 171 (4%) of other size plots. For a full-size plot, the mean rent was £18.72 per annum. On a half-size plot the annual mean rent was £13.16.

The locations of the allotment sites varied. Table 3.27 shows the types of land that adjoined the sites.

**Table 3.27 Adjoining Land**

Land type	Proportion of sites
Public park / garden	23%
Private gardens	51%
School or other educational site	8%
Sports areas	8%
Cemetery / churchyard	7%
Vacant or derelict land	17%
Agricultural land	15%
Amenity green space	10%
Woodland	14%
River	12%
Canal	1%
Road	41%
Railway Line	7%

On 7% of the sites, plots had been disposed of within the last five years. The reasons for disposal included the creation of car-parking; the creation of wildlife areas; and the loss of plots to development.

### *Management and Site Use*

At 69% the majority of allotment sites were owned by local authorities; 20% were owned by town or community councils; and 11% of site representatives did not provide details of ownership.

The apparent increasing popularity of community growing was illustrated by the 78% of sites that had a waiting list. Tables 3.28, 3.29 and 3.30 provide an indication of the extent of the waiting list issue in terms of numbers of people waiting; the

time to wait for a plot; and how the time to wait had changed.

**Table 3.28 Numbers on Waiting Lists**

Number of people on waiting list	Proportion of sites with a waiting list
Fewer than 10	44%
10 - 19	18%
20 - 29	5%
30 - 49	11%
50 or more	23%

The numbers of people on waiting lists ranged between one and 200.

At 93% the majority of waiting lists were managed at the site level, while 3% were managed by aggregating lists at local authority level and 3% were managed by a combination of the above. Only 1% of site representatives did not know how their waiting list was managed, which implies that it was managed at local authority level.

A small proportion of 15% of sites gave priority to some types of social group when allocating plots. These groups included people on community training schemes, and people with disabilities and mental health issues.

Table 3.29 shows that a substantial proportion of 47% had a waiting list of longer than two years, while 10% had a waiting list of longer than five years. There were also indications that waiting lists were increasing in length, as Table 3.30 illustrates (overleaf).

**Table 3.29 Current Waiting Times**

	Proportion of sites with a waiting list
Less than a year	17%
1 to 2 years	34%
2 to 5 years	37%
Longer than 5 years	10%
Don't know	3%

**Table 3.30** Changes in waiting lists over the last five years

	Proportion of sites with a waiting list
Increased	51%
Decreased	4%
Stayed the same	42%
Don't know	3%

A small proportion of 13% of the sites surveyed had vacant plots. Of those sites with vacant plots, two sites cited 'lack of interest'.

More than one in five (22%) of sites perceived that they had experienced changes due to the economic recession. Some cited difficulties in obtaining funding; a withdrawal of local authority services; rent rises; and 44% pointed to an increase in demand for plots.

Waiting lists were clearly an issue but a small proportion of 13% of allotment sites

was involved in activities to attract new plotholders. These activities included stalls at local community events; leaflet campaigns; posters; and open days. In addition, 16% of the sites offered incentives to attract new plotholders. Table 3.31 shows the types of incentives offered.

Other incentives included the offer of training and advice on growing; the use of allotment tools; discounted rents for some groups such as senior citizens; and discounted prices for seeds and tools bought through the allotment association.

**Table 3.31** Incentives to new plotholders

Allotments that offered an incentive	
Reduced rents for specific groups	22%
Advice on plot preparation / crop rotation	43%
Smaller plots for new starters	87%
Start-up 'food share' scheme	0%
Other	35%

From Table 3.31, a majority of 87% of the sites offered small plots for new starters. This recognized that people sometimes underestimated the commitment required to tend an allotment, particularly a full-size plot or even a half-size plot. The incentive appeared to be aimed at the scenario discussed in the 'Case Studies' section of the report, whereby rented but untended plots exacerbated the waiting list issue.

In total, 29% of allotment promoted their sites in some way. Table 3.32 shows the methods used.

**Table 3.32** Advertising and Marketing methods

Allotments that promoted their site	
Local authority website	55%
Site website	19%
Local media	17%
Face-to-face	52%
Community events	26%
Leaflets	17%
Social networking sites	0%
Other	21%

Two points stand out from Table 3.32. The first was the relatively small proportion (19%) of allotment sites with their own website. It appears that they preferred to rely on local authority websites. The second notable point was the complete absence of social networking as an advertising and marketing tool.

## Responses to CSA Questions

A total of five Community Supported Agriculture [CSA] schemes responded to the survey. Such a small number is not statistically significant. Consequently, the analysis that follows contains fewer tables than the other analyses in this section.

### Origins, Funding and Organisation

#### Origins

All five CSA schemes had started since 2008. Many of the initial motivations for the CSA schemes were educational in terms of food health; teaching growing skills; and environmental knowledge. Other motivations cited were the production of fresh local produce for local people; setting-up box schemes; and a re-connection of local community with farmers. Generally, these initial motivations still held good – in some cases they had moved towards more

cooperative working models or the CSA scheme had diversified into new activities.

#### Funding

Table 3.33 shows how the CSA schemes were funded. In addition, any changes to funding sources over the last five years are indicated.

Funding was drawn from a range of sources. Any changes in funding appeared to be connected to the economic situation. With regard to the recession, the effects cited by the CSA schemes included higher costs, less resources and an increase in the numbers of volunteers as unemployment increased.

#### Organisation

The five CSA schemes presented different organisational models. Three were incorporated as a limited company; one as a community interest company; and one was a section of a public countryside park. In terms of management, two of the CSA schemes were managed by a committee of local people; one by a salaried management team; one by Groundwork; and one by informal discussion.

**Table 3.33 Funding sources of CSA and changes over the last five years**

CSA	Public sector	Charity	Self-funded	Donation	Membership Fees	Fundraising activities	Notes	Changes over last five years
A			✓					
B	✓						80% EARDF Rural Development Fund, 20% Countryside Council for Wales	
C			✓		✓	✓		Initially partially grant funded – now by sales
D			✓				Organic vegetable shares at £30 per sharer	More members = more income
E				✓			Tidy Wales grant, donated seeds and plants	



Table 3.34 shows the methods used by the CSA schemes for advertising and marketing. All of the CSA schemes appeared to be using a wide range of advertising tools. However, only one was exploring the potential of social networking sites.

On two of the CSA schemes subscribing members worked on the projects. Four of the CSA schemes had members or volunteers with specific areas of expertise. These areas of expertise included business development, administration, hedge-laying, stone walling and carpentry, and, of course, horticulture.

### **Employees, Volunteers and User Groups**

Table 3.35 shows the types and numbers of people involved with the CSA schemes.

**Table 3.34 Advertising and Marketing methods**

Method	Number of CSA schemes
Project website	4
Local media	3
Face-to-face	3
Community events	5
Leaflets	4
Social networking sites	1

**Table 3.35 People working with CSA schemes**

CSA	Full-time employ-ees	Part-time employ-ees	Subscription paying members	Other	Notes
A		2			
B	4			58	58 Volunteers / Clients have joined
C	1		17	2	Other members (committee)
D		1	23	5	Farmer working voluntarily for 1st year. All volunteers are members
E	2	2		68	20 Volunteers , 48 Junior rangers. The project represents only a small fraction of their role.

The types of people that worked on the CSA schemes were varied. Table 3.36 shows the numbers of the CSA schemes that engaged with different types of people. All of the CSA schemes considered that the types of people that the project engaged with reflected the ethnic makeup of the local community. With regard to the distances travelled by members and volunteers to the projects, at four of the CSA schemes the majority travelled more than one mile.

Three of the CSA schemes had provisions in place for low-income members to both contribute to and benefit from the CSA. These provisions included working with a local credit union, extended payment periods and work-in-exchange-for produce arrangements.

**Table 3.36 Types of people that CSA schemes engaged with**

Groups	Number of CSA schemes
Children (under 16)	3
Young people (over 16)	2
Older people	2
Families with young children	1
Unemployed people	3
People with physical disabilities	3
People with mental health problems	2
Women	3
Black minority ethnic groups	1
People from low income families	3
Ex-offenders	1
No one group in particular	1

CSA scheme representatives were asked how many members the project provided food shares for, and what was the maximum number for which it could provide. Table 3.37 shows these data.

The data indicate that two of the CSA schemes considered that they had considerable potential for expansion.

**Table 3.37 Food shares**

CSA	Current food shares	Maximum food shares
A	30	100
B	No reply	No reply
C	18	18
D	26	150
E	No reply	No reply

## Site Use

With respect to growing, all of the five CSA schemes used organic growing methods. In addition, two of them used permaculture. At three of the CSA schemes, members had inputs to the decisions regarding what was grown. This was achieved though consensus at meetings. All of the CSA schemes carried out biodiversity and wildlife activities.

## Problems, Challenges and Support

In terms of constraints on the activities of CSA schemes and their potential expansion, the factors cited tended to focus on funding and the availability of land. Concerns were also expressed about the recession.

Factors and actions that were seen to have the potential to promote and encourage CSA schemes and community food growing in general included ease of access to funding; the establishment of effective support networks; national promotion of CSA schemes and community growing; Welsh Government initiatives for community growing; subsidies for farmers to participate in CSA schemes; organic certification for small projects; and the identification and release of land for community growing.



## SECTION 4: THE CASE STUDIES

### Introduction

Following on from the community growing survey the research team carried out a series of 20 in-depth interviews. The purpose of the interviews was to garner in-depth information about community growing in Wales. As part of the research, a series of interviews was also undertaken with representatives of various organisations and bodies working in the field of community growing in England and Scotland, with the aim of identifying current trends and examples of best practice elsewhere in the UK.

### The case studies

To ensure that the types of project and numbers of interviews reflected the constitution of the overall survey sample, potential interviewees were identified using the following criteria: size of project in terms of both land and people involved; types of management structure; type of funding; geographical location; the ratios of the survey responses in terms of the types of community growing project; and willingness to be interviewed.

This selection process yielded interviews with representatives of the types of project shown in Table 4.1.

Table 4.1

Allotment	Community Garden	CSA	Local authority
1			Powys
2			Vale of Glamorgan
3			Flintshire
4			Caerphilly
5			RCT
6			Caerphilly
7			RCT
8			Blaenau Gwent
9			Swansea
10			Cardiff
11			Newport
	Glyneath/Rheola		NPT
	Taffs Well & Nantgarw		RCT
	Coeden Fach		Swansea
	Riverside		Cardiff
	RENEW		Powys
	Moelcyi		Gwynedd
		Ynyslas Gardens	Ceredigion
		Ty Mawr	Wrexham
		Caerhys	Pembrokeshire

The interviews were semi-structured, built on the survey questionnaire responses, and covered a range of key themes. These themes had been identified by the WRO research team, drawing on the outputs of the Task and Finish Group; the

research specification; and the research project aims and objectives. In order to facilitate comparability across the interviews, researchers ensured that these themes were addressed during the course of the interviews. While the themes were

broadly cross-cutting, the interviews were tailored to fit the different types of community growing project.

Interviewees were assured of anonymity and asked for their permission to record the interview. In the majority of cases, interviewees gave permission to name their community growing projects. All of the interviews were recorded and transcribed. Analysis of the transcripts enabled the construction of a research narrative that goes beyond the statistical analysis to provide richer data on a selected number of community growing projects in Wales.

This Case Study section of the report is structured using the following sub-sections:

- Allotments, Community Gardens and Community Supported Agriculture: Models, Tenure and Management
- Commonalities in Ethos
- Differences in Ethos
- Facilitation of and barriers to community growing
  - Land availability issues
  - Funding issues
- Networks of support
- Good practice, Policy options and Strategy suggestions

### **Allotments, Community Gardens and Community Supported Agriculture: Models, Tenure and Management**

As outlined earlier in this report, the research investigated three types of Community Growing Project: allotments, community gardens [CG] and community supported agriculture schemes [CSA]. There were different models of tenure and management for these community growing projects.

#### **Allotments**

Representatives of 11 allotments across Wales were interviewed for the research

project. Photographs of some of these allotments are shown below.

Broadly, there were three tenure models for allotments with some flexibility between them. The first was where the land was owned by the local authority who received rents for the allotments directly from the plot-holders. On this model the local authority managed the allotments directly. Management aspects included the waiting list and plot offer issue; site maintenance; and the upholding of standards by individual allotment holders. Generally, the allotment holders formed a committee to liaise with the local authority. The second model was where the land was owned by the local authority or town council and managed by an allotment association of on-site plot-holders who collected rents; offered plots to people on the waiting list; liaised with the local authority; and upheld allotment standards. In some cases a community council formed an intermediate level in this model. The third model was non-local authority allotments. For example, some CGs let land for allotments.

The maintenance of standards on allotment sites is mentioned above and poor individual allotment maintenance was highlighted as a problematic issue by several interviewees on three counts. It tended to make the whole allotment site look untidy; there was the potential for weed migration; and the holding of an allotment by a perceived 'bad' or neglectful gardener prevented somebody on the waiting list taking over the allotment. Some allotment committees favoured a quiet word of encouragement to 'offenders' while others took a stronger line:

*'Given the pressures that you have on allotments, we are very robust with the tenants here. It's use it or lose it. When I offer out a plot, it says in the offer letter that they have 16 weeks to get it to a reasonable state and obviously that depends on where they are starting from. But we don't tolerate slackers here'.* (Allotment 6)



## Allotment Sites



Two reasons for poor individual allotment maintenance were suggested. First, it was observed that some people underestimated the time and commitment required for successfully tending an allotment:

*'Part of the problem is people do not appreciate how hard it is. It is very, very hard work, and it is very time consuming and people think once it's done that's it. But it's not. It's never done, because you dig up all the weeds and everything like that and two weeks later you'll go there and all the weeds will be back again. And people haven't got an appreciation of that'. (Allotment 10)*

Second, it was perceived that allotment rents were so cheap that people could afford to keep their allotments while not tending them, *'perhaps with good intentions for the future'*. (Allotment 10)

An indication of the scale of this problem was provided by representatives of Flintshire County Council, which had recently restructured its allotment management. They estimated that, in the face of a waiting list of 70 people, 10% of their allotments were rented but not being tended. Consequently, maintenance costs to the council exceeded rent income.

## **Community Gardens**

Representatives of six CGs were interviewed, all of which agreed to their projects being named in this report. These CGs all had websites. The different models presented by these CGs and their principal activities are outlined below together with photographs of the sites.

### *Moelyci Environmental Centre*

The CG at Moelyci was part of a wider environmental project that had been established for nearly ten years on 35 acres of land near Bangor in Gwynedd. Moelyci Environmental Centre, which had a mortgage on the land, was an 'Industrial Provident Society' with charitable status,

run as a cooperative. Members were required to buy a minimum shareholding of £25. Moelyci, which was still designated as a farm was:

*'A facility for the community to develop environmental awareness, offer opportunities for job training, and volunteering. Its key concept is social inclusion.'*

All activities on the site under the Moelyci farm umbrella were organic and included an industrial-scale green composting unit; green woodworking; a market garden; a fruit farm; and 70 allotments that were let to local people. In addition the outbuildings on the site were used for a range of activities such as educational, conservation, traditional building, green woodworking and cookery courses, and for conferences. Apparently, a business plan was being prepared for a green burial site.

There were a number of paid officers and directors. Income streams were derived from grants and from some of the activities, such as the market garden; the green compost unit; letting allotments; and running courses. They also ran a conservation course for Bangor University, which involved students in Moelyci's projects. To a great extent, Moelyci's success relied on its cooperative ethos, volunteers and cross-subsidisation between the activities.

In terms of welfare and social inclusion, a number of different types of people were referred to Moelyci to do gardening work as therapy, including people with learning difficulties, depression, recovering alcoholics, and young offenders.

Moelyci regularly held a range of different types of community social events such as community fairs and barbeques.





*Radnorshire Enterprise for Nature, Education and Wellbeing [RENEW]*

RENEW had been located in a Victorian walled garden of approximately two acres on a country estate between Rhayader and Newbridge-on-Wye in Powys for six years. The owners of the estate had given RENEW a lease of more than 30 years, with the option of using extensive sections of the estate for environmental and conservation activities, which were being designed.

RENEW was constituted as a not for profit association. It had a committee of five members and thirty other members who carried out voluntary work on the CG and who shared the produce. In addition, there were ten allotment plots on the site, which were let free of charge in exchange for work on the CG.

The aims of RENEW were threefold. First, was to promote organic horticulture:

*'As an education centre, actually sort of try and promote organic horticulture to people to take up. It's one of my kind of beliefs really that everybody who's physically able or capable, could actually have a go at growing some of their own foods. Given the fact that we're now entering all this kind of era of global warming, you know trying to reduce carbon, maybe peak oil as well. And food security, it's the main one really, you know.'*

Second, was to provide education in sustainable living, the natural environment and nature conservation through residential courses on the estate. Third,

was the regeneration of the Victorian walled garden, which had been neglected for a long period.

The principal income streams were through grants. In addition, surplus produce was sold to a local restaurant. Events to raise funds were also held.

In terms of social inclusion and welfare, RENEW held regular community events on the site, using a large marquee, and hosted both educational and leisure events for local children.



*Glyneath Training Centre*

Located in the upper Neath Valley of south Wales, Glyneath Training Centre had been in existence for 25 years as a project that re-trained local people with the aim of enabling them to enter employment. The community growing element of this project was quite recent and consisted of two parts.

First, they had taken on five allotment plots close to the Training Centre with the aim of providing organic produce for their on-site 'Java Bean' cyber café. This proved successful and so they had looked for ways to extend the community growing element:

*'...which we saw as a way of providing organic produce for our café and a way of helping to make the café sustainable.'*

*The only problem with the allotments is we weren't allowed to sell any of the surpluses that we grow there because*

*of the rules of the allotment society. So we use it for the café and then we can see there was a demand locally for this type of produce, fresh produce so we looked around, did a feasibility study and looked around the area to find a plot of land that we could grow and sell from.'*

At this point, through the auspices of the local council, the Welsh Government and the owner of the nearby Rheola estate, they were offered a ten year lease, free of charge, on a walled garden on the estate, as a conservation project. In addition to restoring the old buildings on this land, and running courses in traditional building construction there, they grew fruit and vegetables, which they sold locally. There were plans for a vegetable box scheme. Taken together, the community growing element employed two people. Management of the community growing project fell under the general management of the training centre.

In terms of welfare and social inclusion, Glyneath Training Centre had an ongoing volunteer programme, which included work on community growing and they had an arrangement with Job Centre Plus. They also worked with local schools and community groups.



### Coeden Fach

Coeden Fach was a local community project running a tree nursery in Bishopston on the Gower peninsula. Its principal activity was to grow organic

native trees from locally gathered seed. When the saplings and whips were viable they were sold to a range of organisations and to the general public. In addition, Coeden Fach offered volunteer opportunities and also ran training courses in nursery skills, permaculture and forest gardening. They operated a 'Community Planting Scheme' to donate trees to local schools or community projects through sales of their "Gower Gift a Tree Card".

The founder of Coeden Fach had the original idea for an organic tree nursery and circulated the idea around organic and ecological networks. It attracted considerable interest and the project started in 2008 on land leased from a local farm. The management structure consisted of a core committee of five people; a project coordinator; a schools liaison worker; an administrator; and three volunteer leaders. All of these posts were part-time. Volunteers did much of the work in the tree nursery.

In essence the aims of Coeden Fach were to promote biodiversity, organic growing, and the health and welfare benefits of gardening, while involving the local community and local schools:

*'Right from the beginning our aim was that we all felt that we wanted to be putting the word out more and encouraging people. It seems that a lot of people just don't, you know they know that it's great being outdoors and nature's a great thing and gardening's a great thing and so on but people don't necessarily have an awareness of how to manage land properly, and why you shouldn't use peat and why organic growing is good and how to do all these things. So it was about, going out to schools and things, so it was about spreading the word. We felt we had some really good skills in permaculture here and we are doing the forest garden here and nobody round here has got a forest garden, you know, that's a new thing that's coming in. So we felt like we wanted to share those skills we had with other people.'*

Income streams were derived from the sale of trees, training courses, and a range of grants. Grant providers included the Gower Area of Outstanding Natural Beauty Sustainable Development Fund and Environment Wales. Coeden Fach estimated that, in due course, they would become self-sustaining.

In terms of welfare and social inclusion, Coeden Fach had an established programme with local schools. They also held regular family days and other community events.



*Taffs Well and Nantgarw Community Garden*

Taffs Well and Nantgarw CG had developed from the local allotments. Some allotment holders, who had formed a 'transition town' group, liaised with the community council to release a large area of uncultivated land for more allotments and to create a CG. Work on the site had started in 2009. Funding was from donations from the community council, grants from organisations such as Environment Wales and Keep Wales Tidy, and a series of fund-raising events.

The aim of the CG was to create a large space for garden produce that, rather than being worked by individuals as in allotments, would be worked by a group of volunteer local people who perhaps could not commit to an allotment. Produce was shared amongst the volunteers who worked the site. The CG's ethos embraced biodiversity, environmentalism

and conservation. They had plans to connect with local schools.



*Riverside Community Garden*

Riverside CG was a part of the well-established Riverside Community Market Association, which had been running for ten years and was located on the Pontcanna Permanent Allotments site in the densely built-up Riverside area of Cardiff:

*'Riverside Community Market Association started up about ten years ago, and about six years ago they felt there were certain groups of people that did not have access to fresh produce, so the idea came about to create a community garden. The idea was that people could come along, not needing to know anything about growing, and could take a share of the produce they grew.'*

Initially, funding was provided by a six year grant from Environment Wales.

While the CG fell under the remit of the Riverside Community Market Association, one person was responsible for the running of the CG and directed, by consensus, the various growing projects there. Volunteers came and worked as they pleased. Some produce was sold at the Riverside Community Food Cooperative.

The CG was organic and sought to promote biodiversity, wildlife and sustainability. In addition to orthodox gardening, 'creative' techniques were

used in order to utilise space, such as a herb spiral, a forest garden, and harvesting edible weeds. One of its projects was beekeeping.

In terms of welfare and social inclusion the CG involved a range of different types of people:

*'We run an open project where anybody can refer. Most people come through the volunteer sector, some people come through the Riverside Market, some people come by word of mouth. Some people come because they're interested in sustainability and transition issues. A lot of people come just because you know, perhaps they've got mental health difficulties, they've been off work for stress, they're long unemployed, they just want to get out of the house.'*

Riverside CG worked in partnership with other organisations to provide programmes and training for these different types of people.

### **Community Supported Agriculture**

Representatives of three CSA schemes were interviewed, all of which agreed to their projects being named in this report. The three CSA schemes presented different models and activities, which are outlined below, together with photographs of the sites.

#### **Caerhys**

Caerhys CSA scheme was located on an organic farm with an idyllic coastal setting near the small settlement of Beria, a few miles north of St David's in Pembrokeshire. It was unusual in that it was a CSA scheme that had been initiated by a farmer, rather than being community-driven. Following a presentation about Stroud CSA scheme at the Organic Centre Wales, this farmer had visited Stroud CSA scheme and had decided to initiate a CSA scheme on Caerhys, his own organic farm. He contacted the Eco City community group in St David's and offered them two acres and his time and expertise

free, on the understanding that when the CSA became self-sustaining new terms would be negotiated.

Caerhys CSA scheme was in its first year and had 28 members, exceeding a first year target of 20 members. A marketing manager had been employed, with a new target of 70 members by the end of 2011. It was estimated that the CSA scheme would be self-sustaining when membership approached 100. Members paid a monthly subscription and received fresh produce in return. When and if able, members worked on the CSA scheme. If, for some reason, members were not able to subscribe, they could do additional volunteer work on the CSA scheme. There was a core group of eight people who made decisions on expenditure and management. Growing advice was provided by a mentor group of three gardeners plus the farmer. The CSA scheme also took-on 'Woofers' – a worldwide, independent organisation that enabled people to travel by staying and working on organic farms.<sup>8</sup>

The farmer, who was committed to the CSA idea, argued that farming had become divorced from the community. He saw CSA schemes as a way forward to re-connect farmers with the community; to provide good, locally-grown, organic food for the local community; and to provide small farms with an income:

*'I find this - the Community Supported Agriculture- a benefit to farming, and a benefit to the community because what I like about it was that it had reinvigorated community spirit in with the farm, which bonded the two together because like in Stroud they don't make a profit out of it but they end up the farmer gets a wage out of it. And really a farmer, he gambles with the cost of getting the seed, getting the production costs of*

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<sup>8</sup>

World Wide Opportunities on Organic Farms [WWOOF]



*producing it. It's on an open market, he doesn't control it and at the end of the day he's not sure whether he'll end up with a wage out of it at all. But this involves the community in the management and decision making and growing food for them and sharing the produce.'*

Caerhys CSA scheme held regular community events such as barbeques and dances.



#### *Ynyslas Gardens CSA scheme*

Ynyslas Gardens CSA scheme was located in a walled garden, rented from a private landlord, north of Borth on the coast of Ceredigion. The CSA scheme was started in 2008 by the grower and a business partner, and had just renewed its two year lease. Their original aims had been to establish a box scheme with 25-30 paying members and to run training courses in organic growing for local people.

At the time of the interview, Ynyslas Gardens CSA scheme had 16 local members who had committed to a long period by paying in advance. They could pay for either a small box or large box of vegetables. Decisions on what to grow were made at meetings of the members. All of the work on the CSA scheme was done by the grower, who was a professional gardener.

The grower had a strong environmental and organic ethos and argued that food producers should be connected to local communities and consumers – a

connection that, he argued, had been lost in modern food production:

*'As a farmer you can get very kind of isolated basically, and it's very easy to get disconnected from the people who buy your produce, so it's kind of keeping that connection. But, people aren't really used to kind of talking with their farmer about how their produce is produced. So we work very hard on that. But, you know we live in this kind of society where like things go to a supermarket shelf and people go to the supermarket and buy stuff off the shelf and it's kind of, there's no awareness of the kind of issues that farmers are facing in terms of what kind of resources they need or, what they are competing with really. I'm very passionate about environment, environmental issues. And I just think the way agriculture's gone, is more and more large scale operations, using more and more machines, more and more fertilisers. And that kind of and that's just not, kind of not working really.'*

In addition to courses on agro-forestry and organic growing, Ynyslas CSA scheme held community events such as barbeques.



#### *Ty Mawr CSA scheme*

Ty Mawr CSA scheme was operated as part of the Ty Mawr Country Park in Cefn Mawr, a settlement close to the Froncysyllte aqueduct, to the east of Llangollen. The country park was a farm park, oriented towards farm animals, and three years ago the manager had developed the idea of vegetable

production with a recycling theme. This had been achieved by allocating some space in one of the farm enclosures and growing vegetables in recycled containers. The containers included the one tonne bags used by the building trade, old wheelbarrows, buckets and drinking troughs:

*'So it's all in big bags, dumpy bags, bags for life, shopping bags, you know, all kinds of things that we can plant and grow in for the season, and then should we not have enough staff next year we can just pick it all up and take it away and the grass is still there. I mean apart from the uncertainty of staffing, the other thing about having permanent beds is that in the winter they look grotty ...and this is a public park that's open every day of the year. So if we can take it away in the autumn and put it back in the spring then you don't have to worry about it looking poor.'*

People donated the containers, seeds and other materials, and volunteers worked on the gardening. The produce was then sold at a reduced rate and proceeds went back into the CSA scheme, which was run within the overall budget for the country park. Management responsibilities for the CSA scheme lay with the country park manager, who had one assistant.

Ty Mawr Country Park had an extensive educational programme with local schools, with approximately 60 pupils per week, and the CSA scheme was included in that programme. It was seen as a way to educate children about how food was grown and the advantages of fresh organic vegetables.

In addition, Ty Mawr and the CSA scheme worked with students on work experience; people with learning difficulties; and people with mental health problems.



## Commonalities in Ethos

While the case studies presented a range of different models of community growing, the research revealed a number of commonalities in their ethos.

### Quality food production

Without exception the interviewees extolled the virtues of quality food produced locally, for local consumption:

*'And that's the other thing, in terms of the health thing. It does make a difference to what you eat. It's straight from here onto the plate.'*  
(Allotment 4)

The majority of the community growing projects practised organic growing.

### Sustainability

Several interviewees made the connection between quality food production and sustainability. It was argued that community growing provided an alternative to supermarket-dominated food production and marketing, and an economic system, seen as unsustainable:

*'And it's the economics of everything that really is putting a kibosh on the whole thing, you know, and, what I basically say is that there is no way that we are going to change and get more self sufficient and more sustainable in this country, unless we change the economics. Well, that's it, it's almost like, we're saying oh no we*

*can't change, we can't change the economics, so let's all go over a cliff like lemmings, you know. And heading towards the sort of big fall which we might very well have in a few years time. When this perfect storm of global warming, climate change, carbon emissions, peak oil and food security kind of comes together.'* (RENEW)

The quote above was from one of the more committed environmental thinkers but several others held similar views and saw their allotments and community growing projects as moves towards alternative, sustainable food production. Examples of sustainable practice included Moelcyi CG, which had a volunteer who worked with local communities to raise awareness about sustainable living. He had recently helped to set-up the farmers market in the quarry town of Bethesda in Gwynedd. And while at Crickhowell allotments, researchers were pointed towards new allotments in nearby Llangattock. Here, the allotment association had sunk a borehole and installed solar panels to provide energy to pump water to cisterns placed around the allotment site. All of the community growing projects practised composting and recycling, and some harvested rainwater.

## **Biodiversity**

While all of the interviewees spoke of the importance of biodiversity, for some it was an explicit aim and they actively encouraged it. For example, some projects, including some of the allotments, had beehives. Many practised planting techniques such as undersowing, which kept weeds down and encouraged beneficial insects.

Some allotments had installed or had plans for ponds to encourage wildlife such as frogs:

*'One of the ethics if you like of the site is where it differs from a traditional allotment, is that I've banned all chemicals, so that would be pesticides, herbicides and things like that, so it's purely organic. And the*

*idea is that we're trying to promote as much biodiversity as possible, so when we go up there you'll see one patch, which to sort of the urban eye looks a wilderness. It's meant to be wilderness. We've got a little pond that attracts you know, all the sort of creepy crawlies and invertebrates and mammals and stuff. So we're also doing things like planting hedges and we're tapping into the, I think it's the British Woodland Trust who do a deal whereby groups can get 420 trees. (Allotment 8)*

There were allotments with bird-boxes and woodpiles to attract insects and bugs. Some allotment holders kept chickens and ducks.

## **Health, Social and Community benefits**

In addition to the benefits of healthy produce, community growing projects were also seen to promote health and well-being through the physical activity of gardening. These allotment representatives could see the benefits:

*'We noticed it especially with the old guys, this place keeps them alive because they've got somewhere to go. They're got people to meet, and I do think that being out and about down here, that little bit of social banter and the exercise and all the rest of it, I do genuinely think that's a good thing.'* (Allotment 6)

*'And it is a good recuperation place to come to recoup from an illness, an operation anything like that, there's plenty of fitness to be done and you can do as much or as little as you want. We've got a couple of people who are diabetic who come down here and they do their bit of exercise by digging or weeding or whatever and they find that it is doing them the world of good. He had his hips done and he had sort of two sticks and the next thing you see him it was one stick and then the next thing he's almost running to his plots [laughing] so he's still digging.'* (Allotment 7)

While social and community benefits were inscribed in the ethos and aims of CGs and CSA schemes, all of the allotments also reported aspects of community, such as knowledge transfer, sharing gardening expertise, the exchange of plants, seeds and produce, and communal meetings for a cup of tea. Some of the allotments actively pursued a community ethos and staged activities such as communal site clearing, barbeques and parties. In percentage terms, 13% of allotments surveyed held community events compared with 48% of CGs and all of the CSA schemes surveyed.

### **Welfare initiatives**

In the cases of some of the CGs and also Ty Mawr CSA scheme the therapeutic benefits of gardening for individuals had been institutionalised and programmes had been set-up. The outlines of these CGs and CSA schemes provided earlier in this section give the details, which included programmes for people with learning difficulties, mental health issues, depression, alcohol recovery groups, and offenders.

Some allotment sites were also used for rehabilitation, although plot holders were not involved with supervision:

*'...and the boys who live on the street and who've got drug problems, we'll show you their allotment. It's not as good this year as it has been, but it's still very good. They're no problem to us at all whatsoever.'* (Allotment 10)

Moelcyi CG was involved with a range of welfare initiatives and it was observed that some had proved problematic due to the personalities involved and mismatches in the skills of carers, mentors and Moelcyi personnel, as these selected quotations illustrate:

*'Although this business of social inclusion sounds wonderful but you sometimes set people up to fail and I try to anticipate it. I actually interview people who want to bring clients here now and say do you realise what you're letting yourself in for? You can't*

*sit in your car and leave your client on the allotment. There is no point, this won't work and I hate to have to do it but unfortunately the carers they're just doing a caring job. They are not gardeners and they are not teachers.'*

*'And they're all people who are off the plonk. So they came here in the spring wanting to have an allotment, to work communally in a structured way so that they learnt how to garden. Some of them didn't know one vegetable from another, some did. Eventually the aim was to sell the produce to raise some funds for their organization. Already the keenest coordinators who are actually paid to work with them have moved on.'*

*'They had a gardener who was trained in horticultural therapy who was excellent, except he was more of a gardener working with nice gentle people and he didn't last very long. Because the alcohol recovery group has everything from the young girls who have been caning their livers you know by the age of twenty one, to lads who are still looking for some kind of status somewhere, to the more mature people. It's a right mix and the gardener, the horticultural therapy gardener, could not handle the group.'*

*'You know, you see Hugh Fearnley-Whittingstall when he goes and gets a group in Bristol to set up a little allotment on a bit of wasteland and the bits they film, everybody's all pally and friendly with their neighbours. And in fact life isn't like that.'* [Laughing] (Moelcyi)

Government policy, particularly for young offenders and people with learning difficulties, was also criticised in terms of its effect on the image of horticulture:

*'We need to raise the profile of people growing vegetables and fruit. At the moment, well for the last thirty or forty years, gardening has been used as a punishment. It's, you know, young offenders getting community service, what can we get them to do, oh get them going gardening. It's also been used as a place to dump the so called people*



*that are not capable of getting say 'O' levels or GCSEs these days - so the kind of rather lower not so bright people, you know. Yes, not so academically bright anyway are sometimes shunted into horticulture, you know and people with learning difficulties etc, it's been used for that. So the profile of horticulture has become very, very, much associated with that side of things. What I would like to see would be some promotion of horticulture as being a really, really good thing to do. Excellent for health, excellent for umm, you know, feeding yourself exercise. You know, the whole thing really and also helping to cut down carbon footprint. And also, I mean, all of this could be promoted by local government and by national government in a big way. But it doesn't.'* (RENEW)

## Education initiatives

Broadly, community garden projects were seen to be educational in that they provided an opportunity for children to learn about food, growing things, wildlife and the environment. These aspects were actively encouraged by some of the allotment sites, which had established ponds, birdboxes and woodpiles to attract wildlife and which encouraged children on their sites. Some of the community growing projects, including some allotments, had more formal visiting arrangements with local schools:

*'We made a plot for families with little children and split it into four so there's four little squares and we get families with little ones to dig there. And then we've involved the local schools and playgroups and they come twice a year to have a look.'* (Allotment 1)

## Differences in Ethos

Although there was a range of commonalities shared by allotments, CGs and CSA schemes the research also revealed differences in ethos.

There was a fundamental difference in ethos between allotments and the other

two types of community growing project. Allotments have a relatively long history with their compulsory provision by local authorities written into a series of Acts of Parliament: the Allotment Act 1887; the Small Holding and Allotment Acts of 1908 and 1925; and the Allotment Act 1950. These acts have reacted to and shaped changes in the demand for allotments during a period that included two world wars and changing economic situations. The majority of allotments have been provided by the state, although there are also some privately owned allotments, and their basic aims have been prescribed by the state. In essence, these aims are to enable the production and consumption of wholesome, 'home-grown' foods by individual households, on a not for profit basis. Consequently, allotments have an underlying individualistic ethos, as illustrated by this quotation:

*'We grow vegetables. It's as simple as that. We're a very old-fashioned site. We don't do all this sort of outreach stuff or teaching stuff, you know, we're here to grow our veg. We've got no toilets here, we've got no sanitation, we've got no power. We're all quite happy with that situation but, if you start to expand the offering, then you're going to start to need all these other things and it just gets more complicated than we want down here. We're happy down here being very old-fashioned.'*  
(Allotment 6)

In contrast to allotments, CGs and CSA schemes were comparatively recent initiatives. Their produce was either consumed by the producers or marketed or exchanged. Most importantly, as their titles indicated, their ethos was community-based rather than individual-based and tended to be more socially inclusive. It was suggested that traditional allotment holders did not always fully understand the concept of community gardens:

*'The overall organisation is Taff's Well and Nantgarw Allotment Association who set up the original allotment site. I introduced the community garden and*

*for the last two years that hasn't been ideal because nobody understands the community garden. Nobody from the allotments or the Allotment Association Committee necessarily understands what the hell we are doing. They don't, they can't get away from the idea of - well it is just a big allotment. But it's not. It is so much more than that.'* (Taffs Well and Nantgarw CG)

## Gender Issues

In addition to highlighting the individualistic 'old-fashioned' ethos that pertained on some, but not all, allotment sites, a quotation above points to the issue of gender. Traditionally, allotments have been the province of men, who tend to more readily accept rudimentary toilet arrangements than do women. Indeed, only 6% of the allotments that responded to the survey had on-site toilet facilities. However, increasing numbers of women are gardening and taking-on allotments. This female allotment holder described changing gender relationships:

*'They are frightened that some little wench will grow a bigger piece of rhubarb than them. At first they were horrified that women were coming onto the allotments and I was one of the first women. I got down there one day and there were three old boys standing with their hands on hips looking at my allotment and they went - tch you've got some good sweet corn there girl - and I said yeah it's not bad is it. It was really tall. He said - oh it's good, it's better than mine and grown by a wench. But they're different now, entirely, entirely different. We're not a threat anymore. There's a lot of women down there and they give us all the advice we don't want.'* [Laughing]. (Allotment 1)

## Facilitation of and Barriers to Community Growing

The two major barriers to community growing in Wales identified by interviewees were land availability and funding. Other issues mentioned were education and government support.

## Land Availability

Community growing requires land and while the CGs and CSA schemes surveyed had managed, in a variety of ways, to find land, it was argued that a shortage of available land was a major barrier to the future of community growing in Wales. For example, although allotments were a statutory provision some interviewees on allotment sites were concerned about the potential to lose allotment land to development planning. On at least two sites this had occurred:

*'Well the allotments have been here for about a hundred years I would think. My grandfather had one here. But in recent years the council has taken off part of the land in order to build the Leckwith Retail Park and also the Cardiff City Stadium, so that has reduced the number of allotments. They have now taken off another piece, which is allocated to Vision 21 for them to build their state of the art new building, and with part of that they are having six allotments alongside at the top part here where we came in.'* (Allotment 10)

*'They used to be about three times the size that they are now. They were started by the Legg-Bourke family as part of their estate for their workers. But modern development has eaten into them so they're about a third of the size that they used to be. There is always a threat of development, because it's right in the centre of Crickhowell and it's prime building land.'* (Allotment 1)

To counter the threat of development and to advance the idea of community growing, it was suggested that provision for allotments should be statutorily included in development planning. However, it was argued that under the existing regulations, allotment provision was statutory but provision relied on the goodwill of local authorities, as there appeared to be no penalties for non-compliance.

It was also argued that there was an abundance of small plots of unused land throughout Wales, much of it Welsh Government property. The Welsh Government should initiate a search in order to productively use these small plots for community growing.

None of the interviewees was aware of 'community land banking'.

Two inter-connected ideas concerning the release of land for community growing were advanced by CG and CSA scheme interviewees. First, it was argued that too much land in Wales was invested in sheep farming. Second, it was argued that there ought to be financial incentives for farmers to release land for community growing, especially CSA schemes:

*'But the problem with CSAs being established in Wales is that farmers won't give up their land. Now if the Assembly in its wisdom would offer farmers let's say a £1000 an acre to release land to the community and be part of that CSA, of course I'm saying £1000 an acre, we're only talking about two acres or three acres for communities anyway.'* (Caerhys CSA scheme)

It was argued that £1,000 per acre per annum represented value for money compared with both the cost of allotment provision and the costs of some existing, less productive financial incentives for farmers.

Other suggested ways to facilitate community growing were to include food and how it was produced into the school curriculum, and for the Welsh Government to initiate a long-term, well-funded programme aimed at making people aware of community growing and to actively promote it.

## **Funding Issues**

While the basic function of the allotments was funded through the rent structures of local authorities, individual allotment associations were in a position to apply for grants for improvements, equipment and

facilities on their sites and many had done this. However, this interviewee pointed to an apparent anomaly in allotment policy:

*'What I find quite odd is that allotments are the only statutory leisure activity, but there's never any money for them.'* (Allotment 6)

In terms of CSA schemes, it was argued the lack of a specific CSA grant structure was a barrier, as a CSA scheme, compared with allotments was a relatively large-scale growing project and required full-time, expert attention:

*'There should be a funding base to start a CSA off. There should be a grant to fund it, to establish it. There should be a fund to possibly employ a person, a grower for 18 months to two years. I tell you one example at the moment. I've got a gardener who's working with me. He's a biodynamic gardener, has been for 30 years. We've employed him. We've had an independent fund, £1000, to employ someone. I would love if I could employ him on even two days a week. His input and his knowledge on this is a big benefit because we are growing vegetables on a field scale, it's not a garden, it's not an allotment, so we need to create our own, our own growing method and our own system.'* (Caerhys CSA)

Although there was a generally expressed desire for CGs and CSA schemes not to rely on grants in the longer term, they were a major component of the income streams of the CGs, particularly those that had paid employees, who tended to rely on them. Applications had been made or were in planning to a number of grant providers ranging from the National Lottery to community councils. However, the majority of grants were provided by organisations perceived to be connected to the Welsh Government, such as Environment Wales, the Countryside Council for Wales (CCW), the Wales Council for Voluntary Action (WCVA), and Communities First. It was argued that it would be more efficient for all Welsh Government-connected grants in the

community-growing field to be administered by one overarching body:

*'I don't know how many it is but let's say 10 or 15 different funding streams that all effectively come from WAG. And the idea you know, there's a Countryside Council for Wales and there's Environment Wales and there's I think maybe WCVA and then there's Communities First money and there's all these different funding streams. What would be ideal would be if the WCVA just had all the grants and they held them all and they have somebody who manages and knows what all these different streams are.'* (Riverside CG)

There were other perceived problems with grants. For example, they tended to be for a maximum three year period and re-application had to be for a new project:

*'Oh everything is linked to finances for organisations like ours. You know I think a grant funding is likely to give you a three year maximum funding period, which isn't long enough to make a big difference in an area like this. And also if you apply again after three years it's got to be an entirely new project. So good projects can't get supported. Then, you've got to re-invent the wheel.'* (Glyneath/Rheola CG)

In addition, it was suggested that there was an increasing tendency for grant-providers to fund only capital projects but that revenue funding was also required to enable grant-holders to pay for work on capital projects.

More generally, it was argued that access to information about community growing and funding was limited. It was suggested that a way forward would be through the formation of an overarching body, as suggested above for grants.

## Networks of Support

The National Society of Allotments and Leisure Gardeners [NSALG] and the Federation of City Farms and Community Gardens [FCFCG] were the national

groups to which the case-study community growing projects were most likely to belong. NSALG tended to cater for the allotments, with 42% of the survey being members while FCFCG membership was more likely to be CGs, at 54% of the survey, and CSA schemes, at 60%. A small proportion (6%) of allotments were FCFCG members; similarly, 10% of CGs were members of NSALG. There was a range of opinions concerning how effective these organisations were; some thought they were helpful, others that they were ineffective.

The case-study allotments were, of course, in contact with their local authorities and community councils. Again, opinions about the level of support to allotments offered by local authorities varied.

CGs tended also to work with national organisations such as Environment Wales, the Royal Horticultural Society, the Soil Association, the National Trust, and the Federation of Groundwork Trusts. Other organisations mentioned included Keep Wales Tidy, the Tree Fruit Society of Wales, BTCV, and Permaculture. There were links to the 'transition towns' movement. Indeed, some of the CSA schemes and CGs were in contact with Stroud CSA scheme in England. Stroud is a 'transition town' and Stroud CSA scheme was pointed to as an exemplar of CSA practice.

In addition to the organisations mentioned above, there were informal networks of support. For example, allotments in adjacent and nearby neighbourhoods were in contact. Similarly, CGs and CSA schemes were in contact with each other. It was suggested that it would be useful for the Welsh Government to initiate a Wales-wide support network for community growing groups.

Taking networks on a broader scale, it was suggested that TV had a considerable impact on community growing. On the one hand, TV gardening programmes were seen to promote community gardening and the environmentally-friendly, healthy



eating ethos that underpinned it. But on the other hand, it was suggested that a recent change in the format of 'Gardeners World' had resulted in a downturn of interest in allotments:

*'I'll tell you what makes a difference is how much prime time television coverage it gets, because I've noticed the new format of Gardeners World, where we don't have Joe's Allotment anymore and the level of enquiries has dropped. So that sort of main stream coverage makes people think about what they can do, how they can get involved. The media is probably the big thing.'* (Allotment 6)

## Examples of best practice in community growing from Scotland and England

### Introduction

The interviews with representatives of various organisations and bodies working in the field of community growing in England and Scotland highlighted a similar set of challenges and obstacles facing community growing in the other home nations of the UK. These included the availability of and access to land; insecurity of tenure; limited awareness and understanding of the potential value of community growing and the various options available to individuals, groups and landowners; a lack of commitment by governments to the promotion of community growing and to its significance as an important cross-cutting policy issue; and a general lack of skills in and knowledge of food growing and horticulture.

Reflecting on these obstacles and challenges, the community growing representatives provided useful examples of approaches that were currently being adopted in England and Scotland to address and respond to some of the concerns expressed by growing projects and those working in the field of community growing. These approaches related to two particular areas of concern

– first, the need to increase the availability of and access to land for community growing, and second, the need to improve the provision of guidance and support for all types of growing activities. The following section briefly outlines these approaches.

### Land-based issues

Lack of access to land and tenure security issues were identified as major constraints for all types of community growing. Respondents argued that much greater emphasis should be placed on ensuring an adequate supply of land, both on a short-term and long-term basis, to satisfy the increasing demand for growing spaces. As was emphasised earlier in the report, respondents recognised that the public, private and third sectors, together with private landowners, had an important role to play in increasing the level of community growing activities across the UK due to the large amounts of land, including much open space, which they owned and managed. Improved advice and good practice guidance aimed at identifying and facilitating new growing opportunities, together with further support to assist in the transfer of ownership or control of land to community groups through purchase or lease agreements, were urgently required to support this wider development.

In response to these concerns, in 2010, DEFRA and the Department for Communities and Local Government at Whitehall commissioned the FCFCG to investigate possible ways to respond more effectively to the increase in demand for community growing spaces. Following extensive research and consultation with stakeholders, the Community Land Advisory Service (CLAS) was established in 2011 with the aim of bringing more land into productive community use for activities such as gardening and food growing. The service will act as a trusted intermediary and broker between landowners and community groups interested in accessing or releasing land for community growing and will complement, support and enhance existing local and regional initiatives, such

as Landshare, the Land Trust, the National Trust and the Transition Network. The three-year programme will be managed by FCFCG and will be delivered across England and Scotland. At the time of writing, discussions were underway with the Welsh Government to explore the possibility of developing a UK-wide model, which would provide tailored services based on the different contexts and priorities in each of the devolved nations.

Allied to this, significant progress was being made in Scotland, through the work of FCFCG and the Scottish Allotment Garden Society (SAGS), to improve the level of support and guidance available to community growing projects. The FCFCG are currently working on the production of a landowners' and land users' guide to community growing, which will include advice on lease agreements and provide examples of template leases for different models of community growing. Similarly, SAGS are in the process of drafting a good practice guide on the design and development of new and existing allotment sites, which will establish direct links to planning policies. This guide will be aimed at both providers and users of allotments.

Respondents also provided a number of examples of best practice methods and novel approaches that have been developed by various organisations and growing groups in England and Scotland to help overcome existing challenges and obstacles to community growing. These included growing projects established on both public and private land that had successfully overcome difficulties relating to land acquisition and tenure security; projects that demonstrated benefits across a wide range of public policy agendas, including economic development and community regeneration, education and lifelong learning, public safety and crime reduction, social capacity and community cohesion, physical fitness and health and psychological health and well-being; and projects that have been successful in developing elements of community education and training into their core activities. A brief overview of the key aims

of each case study is presented in the following section and a web-link is provided for further information.

### **Royal Edinburgh Community Gardens**

#### *Temporary use of NHS land for community growing*

The Royal Edinburgh Community Gardens is a pilot project initiated by NHS Lothian in 2010 to explore opportunities for temporary community gardening on National Health Service land. The gardens are located on a three acre site within the grounds of the Royal Edinburgh Hospital and aim to provide local communities and individuals experiencing mental or physical health problems, disadvantage, isolation or poverty, with opportunities to engage in physical activity and practice more healthy lifestyles. The gardens are designed to provide a holistic approach to health promotion which recognises the beneficial impacts of community gardening activities, through the opportunities they provide for improving health and well-being, providing routes to employment, enhancing environmental awareness and improving social understanding and community integration. The project is being managed by Cyrenians, an Edinburgh-based charity, under the direction of a Steering Group involving NHS officers and third sector stakeholders. It is hoped that the project will serve as a model for other NHS sites across Scotland and further afield.

[www.royaledinburghcommunitygardens.wordpress.com](http://www.royaledinburghcommunitygardens.wordpress.com)

### **Cow Hill Allotments, Fort William**

#### *Community allotment on Forestry Commission Scotland managed land.*

In 2007, a group of Fort William residents, collectively known as Sunny Lochaber United Gardeners (SLUG), secured a lease agreement from Forestry Commission Scotland to develop an allotment site on land which formed part of the publicly-owned forest estate in Fort

William. After successfully raising £75,000 to fund the project, the site opened in April 2010 and now provides 17 allotment plots, which are available to both individuals and community groups, as well as a car park, store room and meeting cabin, and a composting toilet. The key aims of the project are to create a community space that encourages greater social inclusion and interaction; provide training in rural and traditional gardening skills; and promote active, sustainable and healthy living practices within the community. Further plans are being drawn up for the development of a community orchard and edible hedging project. The group has received support from several sources, including Highland Council, local health professionals, Leader+, Awards for All and the Climate Challenge Fund.

[www.slugallotments.co.uk/index.asp](http://www.slugallotments.co.uk/index.asp)

### **Sow and Grow Everywhere (SAGE), Glasgow**

#### *Temporary Community Gardens*

The Sow and Grow Everywhere study was commissioned by the Glasgow and Clyde Valley Green Network Partnership in 2009 to explore levels of community interest in, and demand for local growing initiatives across the Glasgow metropolitan region. The study report identified a number of options for community growing using different types of land, on either a permanent or temporary basis, including vacant and derelict land, underused land such as areas within public parks, large areas of amenity space with no particular function, and private garden sharing. One option that is currently being taken forward is the temporary use of sites with a clear plan for future development (also known as 'stalled spaces'). This work centres on the creation of a number of demonstration growing sites, which are designed to be 'mobile', thus when land is required for development the infrastructure can be moved to a new site. Central to this is the 'growing toolkit', which includes a high quality, durable, specially designed

modular system of grow boxes and bags made from recycled materials.

<http://sowandgroweverywhere.org/>

<http://www.gcvgreennetwork.gov.uk/projects/Urban-Growing/Sow-Grow-Everywhere-SAGE.html>

### **Middlezloy Allotment Association, Somerset**

#### *Allotment site on land leased from a local landowner*

Middlezloy is a small rural village situated on the Somerset levels in Sedgemoor. In December 2008 village residents decided to explore the possibility of establishing community allotments in the village as a direct response to concerns from residents over the lack of space for undertaking growing activities, both within the village and in individual private gardens. A local farming family expressed an interest in leasing an area of land to the local community for the development of allotments and following formal discussions with the District Council and the NSALG, a formal agreement was drawn up between the landowner and the Allotment Association to lease a 2.5 acre site in the heart of the village to the Parish Council. The NSALG provided advice on suitable lease agreements, taking into consideration specific conditions imposed by the landowner, including restrictions on the type of infrastructure to be used on the site, the provision of a water supply and general requirements relating to maintenance and up-keep of the land and surrounding hedgerows. By the end of February 2009, all the necessary documentation was in place allowing the society to allocate plots to its 47 members.

<http://mzoyas.co.uk/>

### **Stroud Community Agriculture (SCA)**

#### *Community cooperative owned and controlled by members*

Stroud Community Agriculture Ltd is a community-led enterprise, which is developing a local farming business to produce fresh organic produce for its members. Members pay an annual membership and a further payment in order to receive produce including vegetables, pork and beef, and other produce. The enterprise leases 23 acres at Hawkwood less than one mile from the centre of Stroud, and a further 23 acres at Brookthorpe, three miles from Gloucester. Members support the farmers to produce their food through regular community workdays, and there is an active community life around the farm with picnics, shared meals, bonfires, night time walks, seasonal festivals and children's activities.

<http://www.stroudcommunityagriculture.org/about.php>

### **Exeter Community Supported Agriculture**

*Community cooperative on land leased from a private landowner*

Exeter Community Supported Agriculture was set up as an Industrial and Provident Society (IPS) bona fide co-op in September 2008 and is based on a four acre site within a 24-acre organic farm in Shillingford, near Exeter. Its key aims include growing food for members, offering learning opportunities, and reconnecting people with the land. The co-op currently consists of 42 members, ten of which are represented on the management committee. The tenancy agreement is based on a farm business tenancy and covers a period of ten years. A model template was provided by the National Farmers' Union (NFU).

<http://www.soilassociation.org/communitysupportedagriculture/casestudies>

### **Diggin' It gardening project, Plymouth**

*Community Garden on local authority land*

Diggin' it is an organic gardening project in Plymouth run by the Routeways Centre Ltd, a locally-based charity. In 2006, the project secured funding from the Big Lottery 'Reaching Communities' programme to develop a community garden for growing and selling vegetables, fruit, herbs and flowers on a 2.5 acre site of unused allotment land owned by Plymouth City Council. The project site consists of terraces, paths, raised beds, wildlife areas, a large pond, a sensory garden and a composting toilet.

The overriding aim of the project is to provide an environment that will benefit a range of vulnerable or socially disadvantaged people, helping them to become better integrated into the community and bringing communities together. Through the project, participants are assisted to gain skills, confidence, self-esteem and self-sufficiency, thus enabling them to participate more fully in society. In March 2010, the project secured funding from the Big Lottery Fund to establish a Local Food Outreach Programme, which provides advice and support for schools and communities to enable them to learn how to grow and cook their own food, understand the nutritional benefits of fresh, organically grown produce and enhance their breadth of growing knowledge through composting, recycling and attracting beneficial wildlife to the garden. A dedicated outreach team delivers educational sessions both on the project site and at external locations.

<http://www.diggin-it.org/>

### **Urban Roots, Glasgow**

*Community-led environmental projects, including three community garden sites*

Urban Roots is a community led organisation based in Toryglen, Glasgow Southside. The scheme is committed to working with local people on projects that improve the environment and health of their local area through a range of activities including cookery, community



gardening and environmental arts. The organisation now consists of a dedicated team of volunteers, which takes on a range of different projects such as transforming derelict or unused green spaces into thriving community gardens providing herbs, vegetables, fruit and flowers. The project is currently involved in maintaining and developing three local community gardens, all of which have greatly improved the local environment, creating safer and more visually attractive spaces for the local communities. The group is also involved in local environmental improvements on the grounds of local schools and nurseries and is looking into the establishment of new community cafe in the area, which will make use of produce from the gardens.

<http://www.urbanroots.org.uk/>

### **Redhall Walled Garden, Edinburgh**

*Community garden for individuals with mental health difficulties*

Redhall Walled Garden is an 18th Century walled garden located within a six acre estate, which offers training in horticulture, conservation, maintenance skills, information and communication technologies, administration and life skills for people with mental health problems. The project provides working placements for up to 50 service users from across the city of Edinburgh. Its aim is to promote a safe environment where individuals can learn to deal with the challenges of recovering from enduring mental health problems and to encourage sustainable and healthy lifestyles. The gardens are open to the public and this helps to both dispel the stigma of mental health problems and develop stronger community links.

<http://www.samh.org.uk/services>

### **Hope Garden Trust, Angus, Scotland**

*Therapeutic garden with an element of social enterprise*

The Hope Garden Trust organic garden aims to provide horticultural training and work experience in gardening for individuals with learning disabilities. In 2000, an organic vegetable box scheme was started, delivering 20 boxes of vegetables a week to local residents in Arbroath. Now over 60 households receive a supply of organic vegetables during the growing months of the year. The produce is certified as organic by the Soil Association.

[www.hopegardentrust.org.uk](http://www.hopegardentrust.org.uk)

### **‘Concrete to Coriander’, Birmingham**

*Community gardening scheme for women on unused public land*

Concrete to Coriander is a community project run by CSV Environment, a leading volunteering and training charity, and the Bangladesh Women’s Garden Club in east Birmingham. The project encourages women from ethnic-minority communities to take action to regenerate and improve their local environment. The project works with the local community to bring derelict and unused gardens back into productive or recreational use, and in doing so participants are given the opportunity to learn new skills, reduce their social isolation and improve their general health wellbeing.

<http://plantnetwork.org/proceedings/west-dean-2010/concrete-to-coriander-community-garden-in-birmingham/>

### **Hartcliffe Health & Environment Action Group, Bristol**

*Community-based gardening projects*

The Hartcliffe Health and Environment Action group (HHEAG) is an established local community group based in an outer

city housing estate in South Bristol. The project provides a range of opportunities for local people of all ages to grow their own fruit and vegetables and participate in healthy and environmentally friendly physical activities. It provide a range of projects, including a community market garden, the 'Sow and Grow' community garden and growing group, which encourages local people to grow and eat more fresh fruit and vegetables, the Hartcliffe Food co-op Community Cooking Project, various horticultural courses and a school-based growing programme.

<http://www.hheag.org.uk/?HHEAG>

## SECTION 5: COMMUNAL FOOD GROWING IN SCHOOLS

### Introduction

This section presents the findings from the survey of growing activities in schools across Wales. Descriptive data from the survey are presented to define the general characteristics of the schools that offer pupils the opportunity to engage in gardening activities as part of the school curriculum.

### The school sample

Of the 1844 government-maintained and independent schools across Wales that were contacted, 692 responses were received, which represents a response rate of 38%. The majority of schools (78%) that responded to the survey were primary schools, while 12% of the survey sample were secondary schools. Of the remaining schools in the sample, 24 were special schools (3%), 22 were independent schools (4%), 13 were nurseries (2%) and nine were classed as pupil referral units

(1%). The number of responses received from specialist schools indicated that special education teachers may view school gardening as an effective method to reach and address the special needs of specific students. Pupil enrolments in the survey sample ranged up to 1,950 students.

The schools that responded to the survey were fairly evenly distributed across Wales, which indicated a widespread interest in gardening. Survey responses were received from each local authority in Wales, with the highest proportion of responses from Conwy (9%), Anglesey (8%), Torfaen (8%), Ceredigion (8%) and Pembrokeshire (6%). The proportions for the remaining Authorities ranged from 1% to 5%. As Table 5.1 shows, response rates within each local authority area varied considerably from just over a quarter (21%) in Blaenau Gwent to just over half (53%) in Monmouthshire.

**Table 5.1 Response rate by local authority area**

Local Authority	Response Rate
Monmouthshire	53%
Merthyr Tydfil	47%
The Vale of Glamorgan	47%
Pembrokeshire	47%
Isle of Anglesey	46%
Powys	43%
Rhondda Cynon Taff	41%
Denbighshire	40%
Cardiff	40%
Neath Port Talbot	39%
Conwy	37%
Cardiff	37%
Wrexham	36%
Newport	35%
Swansea	34%
Gwynedd	34%
Flintshire	33%
Bridgend	31%
Ceredigion	29%
Torfaen	29%
Caerphilly	26%
Blaenau Gwent	21%
<b>Response Total</b>	<b>38%</b>

## Involvement in school gardening activities in Wales

The first question sought to determine the level of involvement in gardening activities in schools across Wales. Overall, the findings suggest that gardening activities may be a more commonplace activity in primary schools across Wales, compared with secondary and other types of schools. As Table 5.2 shows, of the 692 responses

received, a significant proportion (78%) were from primary schools and the vast majority of these were engaged in some form of school gardening activity. This suggests that gardening activities were more embedded in the primary school curriculum and were an activity more prominent in primary compared to secondary and other schools across Wales.

**Table 5.2 Response rate by school category**

School Type	Number of responses	Number with school gardening activities	Proportion of survey sample
Primary	543	533	78%
Secondary	81	68	12%
Special	24	24	3%
Independent	22	20	4%
Nursery	13	13	2%
Pupil Referral Units	9	9	1%
<b>Total</b>	<b>692</b>	<b>667</b>	<b>100%</b>

Looking in greater detail at the nature and pattern of school gardening, the survey indicated that schools provided a wealth of activities that used gardening and growing plants and flowers as their central focus. These activities were undertaken both on the schools grounds and outside the school environment. Table 5.3 (overleaf) presents the results.

The most popular gardening activities undertaken in schools were growing vegetables and flowers in a garden, at 92% and 84% respectively. A slightly smaller percentage of 67% of schools had developed a wildlife area on the school grounds, which was used by pupils for

gardening-related activities, while 62% ran a dedicated gardening club. Just over half (53%) of all schools who responded to the survey arranged visits to the community and other sites to allow pupils to engage in gardening activities, while a third invited members of the community to assist with gardening activities on the school grounds. Art and craft activities linked to the school garden and cookery classes using produce from the gardens were also undertaken by half of the survey sample. Other popular outdoor activities included the development of woodland areas and growing vegetables and flowers in greenhouses and polytunnels on the school grounds.



**Table 5.3 The range of gardening activities undertaken in schools across Wales**

Type of activity	Number	Proportion of sample
School site activities: vegetable garden	615	92%
School site activities: flower / ornamental garden	558	84%
School site activities: wildlife area	450	67%
School clubs (e.g. gardening club)	413	62%
School site activities: herb garden	403	60%
Visits to the community / other sites	355	53%
School site activities: cookery class	334	50%
School site activities: art and craft activities	330	49%
Visits from the community	222	33%
School site activities: sensory garden	192	29%
School site activities: thematic garden	52	8%
Activities during holiday periods	51	8%
Other	58	9%

The survey results indicate that school gardening activities were designed in a number of ways to contribute to a wide range of needs. As an example, a number of schools faced with a shortage of land and green space had built raised beds on hard surfaces in playground areas to enable students to grow vegetables and flowers, while others had improvised by growing vegetables and potatoes in sacks or dustbins. A handful of schools had also overcome problems of land availability by taking over an allotment plot on sites close to school ground, while another noted that they provided regular opportunities for students to plant bulbs in the local public park. One school also offered pupils the opportunity to join the gardening club as part of the school's reward scheme.

School gardening activities were, however, not confined to an outdoor plot; schools found a variety of ways to provide gardening experiences to their pupils, such as using plastic containers in the classroom and window boxes. It appeared that many teachers, students and key gardening coordinators were not limiting their understanding of 'gardening' to the traditional concept of an outdoor garden plot, but had expanded the concept to include any activity that involved tending

to new plants and taking a greater interest in the environment.

The survey results indicate that patterns of the quantity and type of gardening activities offered through schools varied according to the type of school and the age and nature of the pupils involved. The range of activities undertaken in primary and secondary schools appeared to be fairly similar and included growing vegetables, flowers and herbs; maintaining a wildlife area; school-based activities such as a gardening club; and regular visits to the community and other sites. While nursery schools, independent schools and pupil referral units offered a similar range of opportunities for pupils to engage in gardening, they also placed greater emphasis on more creative tasks such as art and craft activities and cookery lessons. Similarly, a large number of special schools who responded to the survey (17 out of 24) had developed sensory gardens to encourage their pupils to engage with gardening-related activities.

The respondents who reported that their schools were actively engaged in gardening were asked to identify the key individuals or groups involved in

organising the activities undertaken. The survey results indicate that school gardening activities were predominantly initiated and coordinated by teaching and support staff, as well as pupils, while 27% of schools noted that members of the senior management team were involved in coordinating gardening activities. There were, however, indications that gardening was a school-wide activity in many schools, with active participation by all members of the school community - from parents, grandparents and school governors, to school caretakers, cleaning assistants and cooks.

The survey results also indicate that a small number of schools made use of several sources of outside expertise to assist with the coordination and delivery of gardening activities at their schools. These included local authority officers such as Communities First coordinators, Eco-Schools coordinators and youth workers. These respondents also indicated that they regularly received assistance from a number of volunteers such as members of the local community and experienced gardeners.

### Recent changes in school gardening provision

When questioned about any changes in the provision of school gardening activities during the last five years, 90% of respondents stated that the level of school gardening had increased within their school during this time period, and a further 6% stated that there had been no significant change in provision. The most frequently cited reason for this increase in provision was increased awareness among teachers and school staff of the potential outcomes of school gardening, which was mentioned by 58% of respondents. This was closely followed by issues relating to the increased availability of both school gardening opportunities (51%) and staff to conduct gardening activities (47%).

Other prominent reasons for the recent increase in school gardening activities were the wider availability of resources and equipment specifically designed for gardening within the school environment, which was cited by 44% of respondents, and changing priorities within the school curriculum, which was cited by 41%. Just over a third of all respondents who responded to the survey attributed the recent growth in school gardening opportunities within their school to an increase in the level of parental and wider community support. Further to this, 27% of respondents indicated that the role of school gardening had strengthened due to increased levels of support for gardening within their school over the last five years.

### The key aims of school gardening

The value of gardening activities within the school curriculum was pointed to by the 96% of respondents who either agreed or strongly agreed that school gardening enhanced their pupils' well-being, learning and overall development. The questionnaire sought to identify the specific aims and objectives of gardening activities undertaken in schools across Wales.

As Table 5.4 (overleaf) shows, schools provided a range of diverse responses; however, the most significant of these were linked to educational aims, which highlighted the important role played by school gardening in encouraging students to take an interest in the environment and the outdoors. Across the survey, 93% indicated that gardening activities in their school were primarily aimed at enhancing students' environmental awareness, while 87% used these activities to provide opportunities for students to acquire and further develop gardening skills. A large proportion of respondents (92%) also felt that gardening activities contributed to improving the wider school environment.

**Table 5.4 The key aims of school gardening activities in Wales**

Aim	Number	Proportion of survey sample
To increase environmental awareness	623	93%
To improve the school environment	612	92%
To improve understanding of healthy eating / nutrition	577	87%
To develop pupils' gardening skills	579	87%
To encourage teamwork	566	85%
To enhance interpersonal and social skills	507	76%
To provide opportunities for physical activity	353	53%
To engage with the wider community	334	50%
To improve academic performance	254	38%
To improve pupil behaviour	249	37%
To encourage parental involvement	198	30%
Don't know	4	1%
Other	37	6%

The significant role played by schools in raising awareness of the importance of healthy eating and a healthy lifestyle was also reflected in the survey results, with 87% of respondents stating that their gardening activities were aimed at improving students' overall understanding of healthy eating issues and nutrition. Within this objective, a number of schools made use of their gardens and outdoor spaces to enhance students' knowledge and awareness of the origin of food and how it is produced, and to provide practical experience of the plant life-cycle - from planting to decomposition and its use in the compost bin.

The development of pupils' personal skills also featured highly in the list of perceived benefits; 85% of respondents felt that it encouraged students to develop team-working skills, while 76% of respondents felt that it enhanced the development of interpersonal and social skills. The role of school gardening in both providing increased opportunities for students to engage in physical activity and allowing the school to connect with the wider community was cited by half of all respondents. Other more general benefits that may not necessarily have been directly related to gardening activities, but

may have been influenced by engagement in such activities, such as improvements in academic performance and student behaviour were cited by just over a third of respondents, at 38% and 37% respectively.

Looking in greater detail at the responses, there appeared to be no significant differences between the key aims of the gardening activities undertaken in each school category. The role of gardening activities in raising awareness of environmental issues among students was clearly evident as it featured in the two most commonly reported aims in each school category. The five most frequently cited aims also appeared to be the same for primary, secondary and independent schools, albeit in a different order of importance. Gardening activities undertaken in nurseries, special schools and pupil referral units tended to assign greater importance to the enhancement of interpersonal and social skills.

In addition to identifying the key aims of school gardening, the survey sought to determine whether these activities were specifically targeted at any particular groups within the school environment; 73% either agreed or strongly agreed that

gardening activities within their schools were not limited to certain year groups and key stages, but were offered across the board, regardless of age or gender. This suggests that gardening was used at every age within the education system in Wales.

However, there was some evidence that gardening activities were being specifically targeted at particular groups within the school environment, with 26% of respondents indicating that gardening activities had been specifically introduced within their school to address the learning, communication and behavioural needs of particular pupils. Eight out of nine of the pupil referral units that responded to the survey were engaged in gardening activities that were specifically targeted at students with behavioural, emotional and social difficulties. Further to this, 23% noted that gardening activities benefited pupils with communication and interaction needs and 16% ensured that elements of their gardening programmes were aimed at pupils from disadvantaged backgrounds.

The variety of ways in which students were engaging in gardening within the school environment highlighted the potential of these activities to contribute to a wide range of aims and objectives. The wealth of information provided by respondents on the range of gardening activities undertaken within the school environment indicated that many schools were using their school gardens and grounds as a cross-curricular creative learning resource, as this respondent noted:

*'[We] use gardening as a more visual and tactile method of learning across several curriculums, such as maths, EcoSchools, communication, I.T. and biology.'*

The wide range of educational subject areas into which school gardening were being incorporated included mathematics, science, languages, art and design, citizenship, design and technology, geography, ICT and physical education.

This demonstrated the ability of school gardening to be used as a learning tool across the curriculum. As well as basic skills, key skills and National Curriculum subjects, respondents also noted a variety of additional areas that they taught using the garden and gardening as the central focus of the learning experience. These included personal, social and health education, work-related learning and leisure activities. The range of topics addressed during the first of these included behaviour management techniques, decision-making skills, peer-to-peer relationships, team-working skills, time-keeping and personal self-esteem and confidence. These issues were tackled using a variety of teaching methods and activities including the appointment of garden monitors, the allocation of gardening duties and responsibilities among students and group tasks and discussions.

A number of examples of work-related activities were also provided by respondents and included role-play, work on improving students' presentation and communication skills and organising a fund-raising 'enterprise' using produce from the school garden. Sector specific vocational areas studied or experienced by students included agriculture, animal care, building and construction skills, catering, design, administration skills, painting and decorating, and retail work.

The important role played by school gardening activities in providing increased opportunities for leisure and recreational activities was also emphasised by the survey responses. Such activities were generally regarded by respondents and gardening coordinators as an invaluable way of encouraging the development of students' personal and social strengths and of providing students with entry into constructive social activities and networks that would stand them in good stead on leaving school.

## Advice and support for school gardening activities

The questionnaire sought to determine the level of support, advice and encouragement for community growing across Wales, and in particular to examine the priority attached to gardening activities at various levels, from the individual school level, to the local authority level and within the wider environment.

### *Within the school environment:*

When questioned about the degree to which gardening had been integrated into school culture, 82% either agreed or strongly agreed that school gardening activities formed an integral part of their school ethos. Furthermore, there appeared to be widespread agreement that teachers now assigned a high priority to gardening activities within their schools

and encouraged and actively promoted involvement in gardening across all age groups. As Table 5.5 shows, the proportion of respondents who stated that this was not the case within their schools was significantly lower.

The survey results also indicate that a range of resources was made available to support the coordination and delivery of school gardening projects and activities. As Table 5.6 shows, 37% of respondents indicated that the school provided opportunities for staff to attend training courses linked to school gardening, while 22% of all schools provided additional staff numbers to assist with the preparation and delivery of gardening-based tasks. In one particular case, a learning support assistant had taken on additional employment during term-time to assist with the coordination and management of the school's gardening activities.

**Table 5.5 The implementation of school gardening activities**

	<b>School gardening activities are an integral part of the school ethos</b>	<b>The benefits of school gardening are recognised across the school</b>	<b>School gardening activities are widely encouraged across the school</b>	<b>Gardening activities are only encouraged for some areas of the curriculum</b>	<b>Gardening activities are limited to certain year groups / Key Stages</b>
Strongly agree / agree	82%	79%	78%	35%	20%
Neither agree nor disagree	13%	15%	15%	24%	5%
Strongly disagree / disagree	4%	5%	6%	37%	73%
No answer	1%	1%	1%	4%	2%

**Table 5.6 The range of support made available within schools to support the delivery of school gardening**

Type of support	Number	Proportion of survey sample
Funding to buy resources / facilities	486	73%
Opportunities to attend training courses	247	37%
Funding for day visits / field trips	213	32%
Non-contact time to plan and organise activities	146	22%
Additional staffing for gardening activities	144	22%
Teaching cover to allow outside visits during school hours	124	19%
Other	100	15%

It was clear, however, that for many respondents finding time to incorporate gardening into the class timetable was the most challenging aspect of school gardening. While 22% of schools indicated that staff members involved in delivering gardening activities were entitled to free time within the teaching timetable for undertaking planning and preparation work, several respondents noted that their school's ability to provide sufficient free time within class timetables was severely restricted by budgetary and staffing constraints. It was often the case that any gardening-related work was undertaken based on the good will and enthusiasm of individual staff members and students, as these quotations illustrate:

*'It's not possible to provide non-contact time as the budget is very tight. Staff plan in their own free time.'*

*'We have very little budget available, so gardening work is generally one on the good will and enthusiasm of those involved.'*

In a similar manner, just under a fifth of respondents noted that their school provided additional teaching cover to allow outside visits during school hours. However, this did not appear to prevent schools from arranging school visits to external sites. Over half (53%) of respondents indicated that this formed an

important element of their school's gardening programme.

Similar concerns were also raised in relation to the ability of teachers to allocate adequate instructional time within the class timetable when undertaking gardening-related tasks, such as planting and garden maintenance. It was clear that respondents viewed this as crucial to the successful use of school gardening as a teaching tool within the school curriculum.

Many also stated that they experienced difficulties in finding sufficient instructional time to enable all students to have hands-on experience in the garden, and to effectively integrate gardening into the curriculum.

These results suggest that lack of time was an area of frustration for schools and teachers who were involved in school gardening. Many stated that the provision of adequate tools and supplies, and having appropriate materials for integrating gardening into the curriculum would significantly reduce the amount of preparation time needed to set up gardening activities.

#### *Local authority support*

With regard to the level of support provided by local authorities in Wales for the development of gardening activities,



the findings suggest that local authorities across Wales played a marginal role in encouraging and supporting the development of gardening activities within the educational system. As Table 5.7 shows, while a quarter of schools indicated that they had received information on the benefits of school gardening from their local authority, and 22% had received outdoor learning resources and equipment to assist with the delivery of gardening activities, it was

clear that the range of advice and support available was fairly limited. For example, only 13% of schools had received advice from the local authority on embedding school gardening into the curriculum; the same proportion had received information on good practice in school gardening; and 15% of respondents had received support and assistance from the local authority on methods of teaching and learning using school gardening activities.

**Table 5.7 The range of support provided by Local Authorities across Wales for school gardening**

	Information on the benefits of school gardening activities	Information on the range of gardening opportunities / resources available to schools	Provision of outdoor learning resources and equipment	Support with embedding school gardening into the curriculum	Support with teaching / learning using school gardening	Sharing good practice about school gardening activities
Receive	25%	19%	22%	13%	15%	13%
Do not receive	36%	37%	34%	35%	36%	36%
Not available	10%	10%	10%	10%	10%	10%
Would be useful	18%	22%	25%	28%	28%	27%
No answer	11%	12%	10%	13%	12%	13%

A higher proportion of schools (well over a third of the sample) indicated that they had not received any form of information, advice or support from the local authority in relation to gardening activities. The vast majority of these respondents felt that a wider range of support and resources would be useful and beneficial to their schools.

#### *Support and advice from external sources*

The survey results indicate that the integration of gardening into the school curriculum and its delivery within an educational environment involved a great deal of planning and preparation, required specific expertise and knowledge of the subject area, and was extremely resource intensive. As a result it was not surprising that teachers and gardening coordinators often made use of additional help and

assistance from sources outside the school environment when engaging in gardening experiences with students. The survey results indicate that schools accessed a variety of local sources for volunteer help, including local businesses (33%), other schools (32%) and other growing projects (21%). Additional sources of volunteer help included local health organisations (20%) and local charities (19%). Professional gardeners and landscape experts also represented an important source of outside help and advice for schools involved in gardening activities. Their training and horticultural expertise meant that they often played a key role in the delivery of school gardening.

The importance of local collaboration and knowledge sharing is clearly evident from the survey results (see Table 5.8 overleaf)



as a smaller proportion of schools indicated that they worked in collaboration with national level organisations and groups. Of the survey sample, 16% indicated that they were working collaboratively with the Federation of Groundwork Trusts - a national community charity, 14% received assistance and support from the National Botanic Garden of Wales in Llanarthne, Carmarthenshire, and also the Royal Horticultural Society (RHS), while 12% indicated that they were working with the National Trust to deliver gardening activities within their schools.

The relatively low level of collaboration between schools and facilities such as the National Botanic Gardens, and other similar sites across Wales, may have been an indication that many schools were not located in the vicinity of these types of resources. However, there was evidence that schools were accessing a range of other resources to aid in the implementation of school gardening depending on the focus of the gardening projects, such as environmentalists and artists.

**Table 5.8 Local and national collaboration in school gardening across Wales**

Organisation / Group	Number	Proportion of sample
<b>Local level</b>		
Other primary / secondary schools	214	32%
Sixth-form / FE Colleges	50	7%
Higher Education Institutions	62	9%
Health organizations	132	20%
Youth groups	67	10%
Local businesses	219	33%
Religious institutions	81	12%
Other growing projects	140	21%
Local charities	124	19%
Other	96	14%
<b>National Level</b>		
Federation of City Farms and Community Gardens	9	1%
Royal Horticultural Society	93	14%
National Trust	82	12%
Groundwork	108	16%
Soil Association	11	2%
Environment Wales	42	6%
National Museum Wales	42	6%
Learning through Landscapes Cymru	57	9%
National Botanic Garden of Wales	93	14%
Other	68	10%

### *The use of curriculum materials to deliver school gardening*

Teachers used a variety of educational materials within the classroom environment to support the use of school gardening in the curriculum. These materials ranged from textbooks provided through the education system to basic guidance notes on practical tasks and experiments that could be undertaken within the classroom. However, the findings from the survey highlighted a shortage of useful and relevant information on integrating school gardening into the curriculum, which was impacting on schools' ability to benefit fully from existing gardening activities. It was suggested that a garden-based curriculum that provided practical information on integrating gardening into the school curriculum, while addressing the specific needs of teachers and different age categories, could provide a solution to the difficulties currently experienced by teachers in achieving effective subject integration.

The availability of materials to support the use of school gardening in the educational curriculum was seen as crucial to the successful delivery of gardening activities. In addition, it was suggested that improving the availability and accessibility of support materials could potentially decrease the amount of preparation time needed for using gardening as a learning tool. It was suggested that if school gardening was to become more readily available and undertaken in schools across Wales materials such as textbooks and syllabuses provided through the education system could be revised to add more relevant and useful information on the subject. Respondents also acknowledged that such changes would inevitably raise a number of issues, in particular the costs of revising materials and the necessity to keep the information up-to-date, which, it was argued, would require a long-term commitment from the Welsh Government and education authorities across Wales.

The survey results also indicate that teachers were not relying solely on the use of materials provided through the education system to support the delivery of school gardening. While some respondents indicated that they had received some form of formal training in gardening education, the vast majority of teachers and gardening coordinators were relying on their own personal knowledge and experience of gardening to support their school gardening activities. This may possibly indicate that those teachers who were not interested in gardening would be less likely to get involved in school gardening unless they were given sufficient training to familiarise themselves with basic gardening concepts and skills. It also suggests that many schools or local authorities may not have been actively encouraging teachers to seek formal training in gardening skills.

Some respondents suggested that guidance and tuition on the provision of school gardening during teacher training days would be an efficient way to introduce schools to the benefits of gardening as part of an 'interdisciplinary curriculum'. These suggestions indicate some degree of enthusiasm among teachers and gardening coordinators for acquiring further education in the use of school gardening.

### **Funding for school gardening activities**

Any new programme of school gardening inevitably requires financial support, in terms of initial investment in gardening tools, educational resources and ongoing maintenance, development and expansion. The survey results indicate that funding of gardening activities was a key issue in determining the success of school gardening activities.

At 62%, a relatively high proportion of schools surveyed received financial support from the school budget to undertake gardening activities. This funding was predominantly used to purchase gardening tools and resources,

and to fund day visits or field trips to external sites. In addition, 23% of schools had also introduced gardening activities after receiving resources from various national initiatives and campaigns run by supermarkets.

Other sources of funding included contributions from local businesses and local and national charities, various local and national competitions and fundraising events arranged by the school, which demonstrated the creativity needed to raise funds to ensure the continuation of existing gardening activities or to introduce new activities. Some of the creative ways in which schools were raising funds to support school gardening included plant and produce sales and school lunches, where students used produce from their gardens to support school gardening. These fund-raising methods also allowed gardens to become semi-self-supporting. Through such activities the students were also learning about economics, finance, advertising and marketing, purchase and auditing as they promoted and sold produce from the gardens and growing areas. A number of teachers also indicated that donations frequently came from their own pockets, or from parents and friends of the school.

Although funding was recognised by respondents as a critical factor in determining the overall success of gardening activities, many respondents felt that it was currently inadequate. It was argued that schools were not receiving the financial backing that they needed to support the provision and continuation of school gardening.

### **The future development of school gardening in Wales**

When questioned about their plans for the future development of gardening activities within the school environment, schools were overwhelmingly positive, with 78% of respondents stating that they intended to increase the level of gardening activities within their schools. A further 18% of respondents indicated that the existing

level of provision was likely to stay the same, whilst the remaining 4% of respondents were either unsure or provided no response. Following on from this question, respondents were asked to specify what factors, if any, were likely to constrain the future provision of gardening activities within their school.

The two most commonly reported constraints were those relating to teacher workloads and budgetary constraints, cited by 63% and 62% of respondents respectively. Across the survey, 24% of respondents indicated that the further development of school gardening activities were likely to be constrained by national curriculum requirements, while 21% pointed to the lack of support provided by the local authority. The need to improve the level of practical skills and experience in gardening within schools was also highlighted as a key issue, with 22% indicating that the lack of knowledge and expertise in gardening within their school was likely to limit their involvement in gardening activities, while 17% pointed to a lack of appropriate teacher training. The lack of suitable land and space available within schools for undertaking gardening-related activities was also highlighted as an obstacle by 17% of respondents.

### **Obstacles to the provision of school gardening activities**

The survey sought information from schools that were not currently involved in any form of gardening activities on what prevented them from engaging in such activities. Only 25 schools responded to this question. As Table 5.9 shows, the most frequently reported obstacles were continuing increases in teachers' workloads and pressures on time, which was cited by 72% of all respondents, and the availability of sufficient funding from the school budget, which was cited by three out of every four schools who responded to the survey.

Further to this, 40% of respondents indicated that their school lacked the necessary knowledge and expertise to

enable the introduction and development of gardening activities within their school. This issue may be attributed to a lack of guidance on the implementation of school gardening, particularly given that the same proportion also stated that their schools were prevented from engaging in garden-based learning due to a lack of suitable training opportunities for teachers and gardening coordinators. Similarly, 32% of respondents pointed to the shortage of educational materials on school gardening and an equal proportion reported

difficulties with incorporating gardening activities into the school curriculum. When questioned about their future plans, 56% of all respondents indicated an interest in providing some form of gardening programme within their school. A further 40% of schools stated that they may consider introducing such activities in the future.

**Table 5.9 Obstacles to the provision of school gardening activities**

Key obstacle	Number (n=25)	Proportion of sample
Teacher workloads	18	72%
Budgetary constraints	15	60%
Lack of knowledge / expertise	10	40%
Lack of appropriate teacher training	10	40%
Restrictions of curriculum	8	32%
Availability of educational materials on school gardening	8	32%
No suitable area / land available	6	24%
Lack of support from within the school	4	16%
Lack of support from local authority	4	16%
Lack of parental support	3	12%
Lack of pupil interest	2	8%
Lack of teacher interest	2	8%
Concerns over pupil safety	1	4%
Other	4	16%

## SECTION 6: CONCLUSIONS AND POLICY RECOMMENDATIONS

This report presents a comprehensive and extensive review of community growing in Wales. In scope, the research project that this report covers explored the gamut of community growing: allotments, community gardens, community supported agriculture projects, and the horticulture, gardening and growing taught in schools. Spatially, it included all regions, both rural and urban, of Wales.

Multiple research methods were employed, with some research phases running in parallel. Firstly, there were interviews with the key stakeholders and Welsh Government officers who constituted the Community Grown Food Task and Finish Group and with representatives of local authorities in Wales. The second stage of research was a survey of community growing projects across Wales. Following on from this survey, 20 community growing projects were selected for in-depth case-study work. A further phase of research consisted of a survey of communal growing in schools across Wales. The final phases of research were a focus group with members of the Task and Finish Group; a series of four regional workshops; and interviews with representatives of community growing in England and Scotland, to provide comparative data.

It is clear from the evidence presented in the previous sections of this report that community growing in Wales is significant in scale, widespread in nature, and is important to individual growers, to communities, and in its potential rôle in food security. However, while the research identified examples of good practice that could be built-on, participants in the research pointed to a number of barriers and obstacles that they perceived to stand in the way of community growing achieving even greater significance and its full potential for Wales.

At this juncture it is important to note the contribution of the FCFCG's to community growing, particularly their Tyfu Pobl (Growing People) programme<sup>9</sup>. The programme was launched in September 2011, which post-dated the main evidence collection period of the research. Consequently, there are overlaps between Tyfu Pobl's aims and some of the research-led policy suggestions made below. The evident synergies between Tyfu Pobl's aims and these research-led policy suggestions have the potential to assist greatly the long-term development of community growing in Wales.

In this final section of the report, then, we set out the conclusions from our evidential work and provide policy recommendations that, if implemented, will raise the profile of community growing in Wales, and move towards increasing its significance and achieving its potential.

### Local authorities and community growing

Throughout the course of the research, it was argued that local authorities should play a more active and central role in encouraging and supporting the delivery of community grown food activities at the local level. It was felt, however, that a lack of clear, effective information and

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<sup>9</sup> The Tyfu Pobl (Growing People) is a three-year programme launched in September 2011 which aims to develop and expand upon the work of the Federation in Wales. It is funded under the RDP for Wales 2007-2013 and provides support and advice for both existing and emerging community growing projects in Wales, enabling the sharing of best practice and the transfer of knowledge and skills within the sector. The programme provides a range of support for different models of community growing schemes including community farms and gardens, allotments, community orchards, community supported agriculture and community-managed market gardens. Further information on the work of the Federation can be found on their website: <http://www.farmgarden.org.uk/home>.

guidance from the Welsh Government was currently preventing them from doing so and was leading to inconsistent approaches to community growing across Wales. The following recommendations, developed from discussions with growing projects, may therefore assist local authorities in developing clear procedures for dealing with community growing activities.

Put broadly, it was argued that local authorities should:

- Develop formal policies and strategies for community growing, with formal linkages made to local authority strategic plans, land-use planning policies and other local authority-wide policies and strategies;
- Explore opportunities for joint-working with other local authorities to deliver joint community-growing strategies, thus encouraging increased efficiency and knowledge / information exchange;
- Use this partnership-based approach to promote, support and deliver community-based food growing activities at the local and regional level.

More specifically, the following recommendations to local authorities emerged from the research:

- Identify and signpost local authority support and assistance for community growing. This may include locating local authority or non-local authority owned land; assisting with grant applications; assistance in negotiating local authority processes, such as obtaining planning permission; and helping to promote growing projects within the local authority area;
- Develop a clear process for groups and individuals making proposals

or enquiries about establishing growing projects and make this available on the local authority website. This may include establishing a point of contact for community growing activities within the local authority, such as a sustainability or community development officer, to advise growing projects and interested individuals on relevant local authority policies and to provide guidance on preparing and submitting formal expressions of interest;

- Allocate specific staff support within the local authority to coordinate and oversee the implementation of community growing activities on the ground;
- Determine criteria for assessing proposals for use of local authority-owned land for community growing. Encourage input from departments and divisions across the local authority, such as sustainable development, environment, planning, waste management, education, community development, and parks and landscapes to ensure projects contribute to a broad range of policy areas and local authority priorities.

## Land-related issues

### (i) Land availability

Access to land for food growing is an essential aspect of a sustainable food system. Yet, in recent years the lack of available land has become a major barrier to the creation of viable, small-scale and community-based food growing and horticultural activities across Wales, with demand for land from the community sector far outstripping traditional sources of supply. Research participants called for the Welsh Government to investigate ways to address this situation and to bring



more underused land into productive community use.

It was argued that there was currently a large amount of unused public sector land that could be used for food growing, but a complicated and ineffective system made it difficult to find out where this land was located and who owned it, and the process of requesting to use it was reported to be even more problematic.

In response to these difficulties, it was argued that the Welsh Government should award high priority to the release of land for community growing. The research indicated the following policy recommendations to the Welsh Government:

- Initiate a survey to identify all public land with the potential for growing food. This survey should form the basis of an inventory of all public lands in Wales, building on the work of the Community Land Advisory Service (CLAS) in England and Scotland. The inventory should be used to identify sites that can be used for community growing activities, both on a short-term and long-term basis, and maintained to reflect changes in conditions, and to identify new and emerging resources;
- Encourage government-sponsored bodies, schools, hospitals, prisons, not-for-profit organisations (such as housing associations and co-operatives), and religious organisations to identify land suitable for community growing activities;
- Advise local authorities to encourage the temporary use of vacant council-owned and private land for community growing activities through the use of 'meanwhile leases'.

Partnerships between landowners and community groups interested in food growing were presented as another solution to the shortage of land, but it was acknowledged that this brought with it another set of constraints relating to the reluctance of landowners to release land to community growing projects on a temporary or long term basis. The research indicated that there were three principal reasons for this reluctance. Firstly, prevailing high land prices tended to encourage landowners to hold on to land in anticipation of development. Second, landowners were uncertain of the legal ramifications of releasing agricultural land to community groups. Thirdly, landowners were often concerned that community groups lacked the necessary technical skills and expertise to deal with matters concerning leases and other legal issues (including planning), and to effectively manage the land.

To address these issues two policy recommendations to the Welsh Government are made:

- Formulate a transparent legal framework for the release of agricultural land to community groups;
- Provide incentives to landowners to release land to community growing projects.

Some research participants concerned with allotments argued that the Allotment Act was in need of revision, with particular reference to the following points:

- Revise the Allotment Act to take account of changing conditions and priorities:
  - Include and enforce a time limit for local authorities to respond to queries;
  - Include stronger and enforceable sanctions in cases of non-provision of allotment land by local authorities;

- Use more modern and transparent language;
- Include provisions to sell surplus produce.

## **(ii) Insecurity of tenure**

The findings of the research reveal that land tenure insecurity is a major issue for all models of community growing, which is having a significant impact on the sustainability of food growing activities. In order to address this issue, the Welsh Government should:

- Provide advice and support for community groups and individuals interested in food growing on different methods of raising funds for purchasing land;
- Provide advice on negotiating lease agreements;
- Protect through law established community growing spaces and allotments to allow communities and groups to draw long-term benefits from their work and remove the risk of loss through development.

## **(iii) Planning**

The research highlighted that the viability of the community grown food agenda was being affected by a planning system that had not evolved to reflect the modern needs of the food system and which failed to support the necessary diversification of agricultural and food-based activities. Linked to the land availability issue, there was a general perception that the competing interests and strengths of the housing and industry lobby meant that development continued to outweigh the need to maintain or create new land for food production.

Where land was being made available, the survey and case study work uncovered evidence that community growing projects, both existing and prospective, regularly

came up against barriers in the planning system. The interview data suggested that there were difficulties on both sides, with many communities and groups often lacking the necessary expertise and experience in dealing with the planning system, and planners uncertain about how to deal with applications for community growing activities. In response to this, it was argued that the planning system should actively support the development of small-scale, community-based food production activities and related infrastructure, such as polytunnels and sheds, and provide clear guidance and support to enable this.

- Develop toolkits to provide practical advice, examples and signposting for community food growing groups, landowners, local authorities, Community Councils and others in the community who want to develop community growing projects. These toolkits could provide information on legal and planning issues.

Allotment holders, concerned that their plots could be lost to development, suggested that the provision of allotment space should be included in development plans. It is recommended that the Welsh Government should seek:

- Statutory provision of allotment and community growing land for new developments.

## **Funding issues**

While it was acknowledged that the provision of financial support to assist with the development and implementation of community food growing activities was currently adequate in Wales, projects and groups were critical of the highly complicated and fragmented nature of funding streams and processes, which they felt were complicating the growth and future viability of existing projects and deterring the creation of new activity.

In addition, much of the recent activity on community growing that has been

highlighted earlier in the survey and case study work had received public support, for example through funding from NHS Wales, the Big Lottery Fund and The Tidy Towns Initiative, to name a few. There were widespread concerns that these funding streams were in danger of being re-distributed in the current economic climate, thus any positive results gained from this investment would be lost. It was argued that the social, economic and environmental impact of local food projects should be evaluated and their contribution to a sustainable food system better understood and acknowledged.

To address these issues it is suggested that the Welsh Government should:

- Dedicate an appropriate funding stream for community growing;
- Ring-fence monies to fund community supported agriculture projects;
- Establish a 'one-stop shop' for community growing funding, similar to that provided by Sustainable Funding Cymru through the Wales Third Sector Funding Portal<sup>10</sup>.
- Simplify funding application processes.

Two further points were made concerning funding by research participants. First, it was observed that capital funding was relatively easier to obtain than the revenue funding required to develop and sustain community growing projects in terms of infrastructure and personnel. Second, it was argued that funding should be made

available to continue existing projects, rather than only for new projects. Policy suggestions emerging from this research evidence are that the Welsh Government should:

- Review funding application processes, with the aims of:
  - Enabling the continuation of projects.
  - Enabling revenue funding.
- Create more explicit linkages with volunteer funding programmes, such as WCVA, Millennium Volunteers and the Duke of Edinburgh award scheme;
- Enable dedicated support and funding for volunteer management within growing projects.

### Guidance and support

Research evidence indicated that the provision of guidance and support services for community growing projects was highly fragmented and there appeared to be a lack of strategic coordination at a national level. At the time the research was carried out, research participants expressed low levels of satisfaction with the current situation in Wales. However, it is important to note that the FCFCG's 'Tyfu Pobl' programme launched in September 2011 is beginning to address many of these issues and will provide a range of support for different models of community growing. There were calls for the Welsh Government to learn from and build upon the Tyfu Pobl programme and to explore the possibility of establishing a Wales-wide support network, which potentially connects with the earlier policy recommendation to establish a 'one-stop shop' body for community growing funding.

- Establish a Wales-wide support network for community growing;

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<sup>10</sup> Sustainable Funding Cymru is a funding advice service for third sector organisations in Wales, jointly developed by WCVA and the Welsh Government, with support from the Big Lottery Fund. It maintains a funding portal which provides access to a searchable database of UK funding opportunities, advice and support on raising funds and signposting to useful resources on funding. Further information can be found on their website: <http://www.sustainablefundingcymru.org.uk/welcom> e.

- Strengthen networking activity among existing and emerging community growing projects, within the framework of the FCFCG's Tyfu Pobl Programme, in order to enable peer to peer support, dissemination of best practices, tools and resources, and to strengthen the sustainability and social impact of projects within communities;
- Establish strategic co-ordination of community growing agenda at national level;
- Formulate stronger guidelines to local authorities to ensure consistency in community growing governance both within and between local authorities.

## Education and training

The survey of communal growing activities in schools across Wales showed that, where it was undertaken, growing and learning about food was a successful and popular activity for the long-term development of students, providing not only educational but social benefits. However, it was argued that there was a need to raise awareness of the wider value of school gardening activities so as to encourage schools across Wales to take advantage of the opportunities available. In response to this, the following recommendation emerged from the research:

- the Welsh Government should actively encourage and support schools across Wales to develop school gardening activities as a resource for enhancing cross-curricular learning.

A specific problem concerning the image of horticulture and gardening was also identified by research participants. They argued that gardening and horticulture were not currently seen as good career paths, but instead were sometimes used as therapy: as vehicles to engage with special needs and hard-to reach people.

These arguments were supported by the schools survey, which showed that gardening tended to be seen as more appropriate for 'challenging and special pupils'.

There is a dual aspect to the therapeutic model of horticulture and gardening. On the one hand it appears to have had some success in addressing some social, mental and medical issues. But, on the other hand, this success has resulted in a negative image in career terms. In order to address these issues, it was argued that the Welsh Government should:

- Improve the quality of horticultural training and education, building on the work of the Growing the Future Pilot Project at the National Botanic Garden of Wales;
- Promote gardening and horticulture as a good career paths, to raise the profile and improve the image of horticulture and gardening;
- Formulate better regulation and guidance in terms of social inclusion and community growing, and how to address the needs of offenders; people with alcohol and drug problems; and those in need of therapy such as people with 'special-needs' and mental health issues;
- Create more explicit linkages between community growing activities and formal training providers and programmes across Wales.

More generally, it was argued that there was a requirement for better food education for both schools and the general public. To help achieve this aim, it was suggested that the Welsh Government should actively promote community growing.

- Install programmes for better food education for both schools and the general public;

- Fund a long-term programme aimed at making people aware of community growing and to actively promote it;
- Promote community growing through popular media, especially TV, to engage with groups and people not yet aware of or connected to community growing.

### Best practice

While suggestions for good practice tended to concern the technicalities of growing such as permaculture, organic methods, undersowing and composting, there were other suggestions for good practice. For example, large-scale container growing was suggested as a solution to teaching growing in schools. Some sites had water harvesting arrangements, while one site had installed a bore-hole and a solar-powered pump. In terms of community supported agriculture [CSA] projects, Stroud CSA was pointed to as an exemplar of best practice. Stroud CSA set the standard for the maximum membership of a CSA project at 200. The policy recommendations for best practice connect with the sustainability agenda:

- Incentives/grants for the provision of sustainability-enhancing practices on community growing projects and allotments: e.g. boreholes and solar powered irrigation;
- Grants for composting toilets and reed-bed toilets for community growing projects and allotments;
- Incentives/grants for the provision of biodiversity-enhancing practices on CG projects and allotments: e.g. beehives and bird-boxes.

### Leadership

To reiterate, the evidence presented in this report highlights both the current and potential importance of community growing, not least in achieving wider objectives linked to community participation, social inclusion, education and food security across Wales. An underlying theme of the evidence from research participants was that for community growing to develop and reach its potential, there was a requirement for strategic leadership and promotion from the Welsh Government.

- The Welsh Government should provide strategic leadership in promoting and supporting community growing activities in Wales. This will also involve working in partnership with local authorities and other relevant organisations, both at a national and local level, to develop and realise the potential of community growing in Wales.
- There is a need for joined-up policy responses to the findings presented in this report. It is clear that community growing activities have relevance to a broad range of policy areas, including education and skills, health and physical activity, housing, planning, community regeneration, sustainable development, social justice and social enterprise.

Taken together, the research findings and policy recommendations in this report provide the basis for the development and sustainability of community growing in Wales.

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# APPENDICES

## Appendix 1: Members of the Community Grown Food Task and Finish Group

### *Welsh Government Members*

Helen Minnice-Smith	Chair, Head of Rural Policy Branch Special Adviser to Deputy Minister for Agriculture, Fisheries, Food and European Programmes
Ceri Davies	Local Environment Quality Division
Maureen Howell	Health Improvement Division
Nia Griffiths or Michelle Brunt	Wales Rural Network
Sue Bowker	Health Improvement Division
Claire Rowlands	School Effectiveness Branch
Julie Bowes	Technical Services Division
James Cooke	Technical Services Division
Caryl Tudor Jones	Food, Fish and Market Development Division
Neil Howard	Food, Fish and Market Development Division
Carol Driver	Countryside Policy Division
Pat McQuinn	Secretariat, Rural Policy Branch

### *External Members*

Kevin Morgan	Cardiff University
Tom Andrews or Ben Raskin	Soil Association
Tony Little or Jane Powell	Organic Centre Wales (OCW)
Geraint Hughes	West Wales Eco Centre
Mark Jones	Rural Regeneration Unit (RRU)
Jane Richmond	National Botanic Garden of Wales
Claire Sain-ley-Berry	Environment Wales
Gill Clark	Welsh Local Government Association (WLGA)
Jenny Howell	Riverside Community Market Association (RCMA)
Katie Jones	Federation of City Farms and Gardens (FCFG)
Adrian Walsh	Allotments Regeneration Initiative (ARI)
Allan Rees	National Society of Allotment & Leisure Gardeners (NSALG)
Hannah Pitt	National Trust
Mark Proctor	Forestry Commission
Nicole Jones	Groundwork
Steve Garrett	Riverside Community Market Association Social Enterprise
Paul Milbourne	Director, Wales Rural Observatory

## Appendix 2: COMMUNITY GROWN FOOD QUESTIONNAIRE: Allotment sites

The Wales Rural Observatory at Cardiff University invites you to participate in a survey about Community Grown Food in Wales, which is being undertaken on behalf of the Welsh Government. Your participation involves completing this questionnaire, which should take no longer than 25-30 minutes. All information gained from the research will be treated confidentially. Completion of the questionnaire is entirely voluntary, but your participation would be most helpful to our research. By completing the questionnaire you will also be entered into a draw for one of ten sets of £50 National Garden Gift Vouchers for your allotment site.

### (A) SITE DETAILS

QA1. Name of Allotment Site .....

QA2. Street on which main entrance to site located .....

QA3. Local Authority ..... Postcode .....

QA4. Approximate area of site (in acres / hectares / metres<sup>2</sup>) .....

QA5. Please indicate the number of plots on your allotment site and the current rental charge for a plot in each of the categories listed in the table below:

Type of plot	Number	Annual rent (£)
Full size plot		
Half size plot		
Other types (please specify below)		

### (B) SITE REPRESENTATIVE DETAILS

QB1. Name .....

QB2. Please indicate your gender:

Female ☐ Male ☐

QB3. Please indicate your age using the ranges below:

Under 30 years ☐  
 30 years to 39 years ☐  
 40 years to 49 years ☐  
 50 years to 59 years ☐  
 60 years to 64 years ☐  
 65 years or over ☐

QB4. Please provide a brief outline of your main responsibilities as site representative.

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**(C) MANAGEMENT & SITE USE**

QC1. Who **owns** the allotment site?

- Local Authority ☐
- Allotment Association ☐
- Town / Community Council ☐
- Other (please specify below) ☐

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QC2. Who **manages** the allotment site? (by this we mean who takes care of the day-to-day running of the site, manages waiting lists and rent collections etc.)

- Local Authority ☐
- Allotment Association ☐
- Town / Community Council ☐
- Other (please specify below) ☐

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QC3. Using the table below, please indicate the number of people currently involved in activities on your allotment site in each of the categories listed.

Type of employees / plotholders		Number
Full-time staff (more than 30 hours per week)		
Part-time staff (under 30 hours per week)		
Plotholders: Gender	Male	
	Female	
Plotholders: Age (if known)	Under 16	
	16-24	
	25-34	
	35-44	
	45-59	
	Over 60	

QC4. As far as you are aware, where do plotholders come from? (Please indicate the approximate proportion for each of the distances noted in the table below)

Distance from project	Approximate proportion (%)
Under ½ a mile	
Between ½ and 1 mile	
Between 1 and 2 miles	
More than 2 miles	

QC5. As far as you are aware, how do plotholders travel to the site? Please rank the following modes of travel on a scale from 1 to 8, with 1 being the most popular and 8 being the least popular.

Method of travel	Rank (1 to 8)
Walking	
Bike	
Bus	
Car (single)	
Car (shared)	
Train	
Taxi	
Combination of the above	

QC6. Are you currently involved in any activities to attract new plotholders?

Yes ☐ No ☐ Don't know ☐

If YES, please briefly outline below what type of activities.

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QC7. Do you offer incentives to attract new plotholders?

Yes ☐ No ☐ Don't know ☐

If YES, what type of incentives do you offer? (Please tick all that apply)

- Reduced rents for specific groups ☐
- Advice on plot preparation / crop rotation ☐
- Smaller plots for new starters ☐
- Start-up 'food share' scheme ☐
- Other (please specify below) ☐

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QC8. Do you use any advertising or marketing methods to promote your allotment site within the wider community or to attract potential allotment holders?

Yes ☐ No ☐ Don't know ☐

If YES, which of the following methods do you use? (Please tick all that apply)

- Local Authority website ☐
- Site website ☐
- Local media ☐
- Face-to-face ☐
- Community events ☐
- Leaflets ☐
- Social networking sites ☐
- Other (please specify below) ☐

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If NO, are there any particular reasons for this?

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QC9. Is there a waiting list for an allotment plot at your site?

Yes ☐ No ☐ Don't know ☐

If YES, how many people are currently on the waiting list?

QC10. How is the waiting list managed?

- Organised at site level ☐
- Aggregated for the county ☐
- A combination of the above ☐
- Don't know ☐

QC11. Do you give priority to certain social groups when allocating new plots?

Yes ☐ No ☐ Don't know ☐

If YES, please specify which groups are given priority.

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QC12. What is the current average waiting time for an allotment plot at your site?

- Less than a year ☐
- 1 to 2 years ☐
- 2 to 5 years ☐
- Longer than 5 years ☐
- Don't know ☐

QC13. Has the average waiting time changed over the last 5 years?

- Increased ☐
- Decreased ☐
- Stayed the same ☐
- Don't know ☐

QC14. Are there currently any vacant plots at your site?

- Yes ☐ No ☐ Don't know ☐

If YES, are there any particular reasons for this? (Please tick all that apply)

- Lack of interest / demand for plots ☐
- Poor soil conditions ☐
- Too expensive ☐
- Other (please specify below) ☐

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QC15. Has the number of plots at your site changed in the last 5 years? (Use the space below to provide further details, if needed)

- Increased ☐
- Decreased ☐
- Stayed the same ☐
- Don't know ☐

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QC16. Has your site experienced any changes as a result of the recent economic recession?

- Yes ☐ No ☐ Don't know ☐

If YES, please provide details below:

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QC17. Has your site disposed of any plots (in whole, or in part) or land during the last 5 years?

Yes ☐ No ☐ Don't know ☐

If YES, please state why and for which purpose.

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 .....

#### (D) SITE USE AND OTHER ACTIVITIES

QD1. Using the table below, please indicate (a) what type of produce is usually grown by ploholders on your allotment site, and (b) what proportion of the allotment plots are generally allocated to each type of crop.

CATEGORIES	Yes	No	May grow in future	Proportion of plot (%)
Root crops				
Vegetable fruits				
Onions / Allium family				
Stem & Perennial vegetables				
Peas and Beans				
Brassicas				
Salads and leaves				
Herbs				
Tree fruit				
Soft fruit				
Vine fruit and stems				
Allotment flowers				
Other - please specify below				

QD2. What generally happens to the produce grown on your site? (Please tick all that apply and use the space to provide further information, if needed)

- Personal consumption ☐  
 Sale of 'surplus produce' ☐  
 Collective consumption ☐  
 Donate produce ☐  
 Other (please specify below) ☐

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 .....

QD3. Using the table below, please indicate what other types of activities are carried out on the site and how regularly these are held.

FREQUENCY						
ACTIVITY	Daily	Weekly	Monthly	Annually	Other frequency (please specify)	Not applicable
Community recycling						
Composting						
Educational visits						
Training events						
Open days						
Community events						
Other (please specify)						

QD4. Which of the following facilities are available on your site? (Please tick all that apply)

- Secure storage space(s) ☐
- Shelter ☐
- Public conveniences ☐
- Kitchen facilities ☐
- Café ☐
- Other (please specify below) ☐

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QD5. What type of land adjoins the allotment site? (Please tick all that apply)

- Public park / garden ☐
- Private gardens ☐
- School or other educational site ☐
- Sports areas ☐
- Cemetery / Churchyard ☐
- Vacant or derelict land ☐
- Agricultural land ☐
- Amenity green space ☐
- Woodland ☐
- River ☐
- Canal ☐
- Road ☐
- Railway Line ☐
- Other (please specify below): ☐

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QD6. Is your allotment site, or part of the site, managed to encourage biodiversity / wildlife?

Yes ☐ No ☐ Don't know ☐

If YES, please tick all that apply and provide further information where applicable (i.e. number and type of species, details of any partnerships with external organisations or groups etc.)

Mature trees ☐  
Pond / water feature ☐  
Unmown grass ☐  
Log pile ☐  
Wildlife boxes ☐  
Other (please specify below) ☐

**Further information:**

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.....  
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## **(E) NETWORKS & COLLABORATIONS**

QE1. Is your allotment affiliated with any professional / representative institution or organisation?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details below:

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.....  
.....

QE2. How would you rate the general provision of support and advice to allotments in Wales?

Very good ☐  
Good ☐  
Poor ☐  
Very poor ☐  
Don't know ☐

Please specify why you suppose this is the case:

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.....  
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QE3. Which of the following **local** organisations or groups does your allotment currently work in collaboration with? (Please tick all that apply)

- |                               |                          |
|-------------------------------|--------------------------|
| Schools                       | <input type="checkbox"/> |
| Local Authority               | <input type="checkbox"/> |
| Health organisations          | <input type="checkbox"/> |
| Youth groups                  | <input type="checkbox"/> |
| Local businesses              | <input type="checkbox"/> |
| Employment / training schemes | <input type="checkbox"/> |
| Religious institutions        | <input type="checkbox"/> |
| Other allotments              | <input type="checkbox"/> |
| Local charities               | <input type="checkbox"/> |
| Other (please specify below)  | <input type="checkbox"/> |

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If applicable, please briefly outline the nature of these collaborations:

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QE4. Which of the following **national** organisations or groups does your allotment currently work in collaboration with? (Please tick all that apply)

- |  |                          |
|--|--------------------------|
| Federation of City Farms and Community               | <input type="checkbox"/> |
| Royal Horticultural Society                          | <input type="checkbox"/> |
| National Society of Allotments and Leisure Gardeners | <input type="checkbox"/> |
| National Trust                                       | <input type="checkbox"/> |
| Groundwork   | <input type="checkbox"/> |
| Soil Association                                     | <input type="checkbox"/> |
| Landshare  | <input type="checkbox"/> |
| Environment Wales                                    | <input type="checkbox"/> |
| Allotments Regeneration Initiative                   | <input type="checkbox"/> |
| Other (please specify below)                         | <input type="checkbox"/> |

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If applicable, please briefly outline the nature of these collaborations:

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QE5. Using the table below, please indicate your main motivations for working collaboratively with other organisations or groups within your field. (Please tick all that apply)

- |                                      |                          |
|--------------------------------------|--------------------------|
| Complementarity of activities        | <input type="checkbox"/> |
| Learning / sharing best practice     | <input type="checkbox"/> |
| To reduce costs                      | <input type="checkbox"/> |
| Sharing staff / volunteers           | <input type="checkbox"/> |
| Sharing expertise                    | <input type="checkbox"/> |
| Other (please provide details below) | <input type="checkbox"/> |

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## (F) BENEFITS AND ACHIEVEMENTS

QF1. In your opinion, what are the key motivations for plotholders on your site to get involved in allotment gardening?

- |   |                          |
|---|--------------------------|
| Open access to land                     | <input type="checkbox"/> |
| To develop an alternative food system   | <input type="checkbox"/> |
| To increase local food production       | <input type="checkbox"/> |
| To improve personal health / well-being | <input type="checkbox"/> |
| To meet other people                    | <input type="checkbox"/> |
| To learn more about the environment     | <input type="checkbox"/> |
| Other (please provide details below):   | <input type="checkbox"/> |

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QF2. Has your allotment made significant achievements in any of the following areas? (Please tick all that apply)

- |                                     |                          |
|-------------------------------------|--------------------------|
| Social inclusion                    | <input type="checkbox"/> |
| Civic participation / pride         | <input type="checkbox"/> |
| Community partnerships              | <input type="checkbox"/> |
| Animal welfare                      | <input type="checkbox"/> |
| Local environmental improvements    | <input type="checkbox"/> |
| Education and skills training       | <input type="checkbox"/> |
| Therapeutic horticulture            | <input type="checkbox"/> |
| Environmental awareness             | <input type="checkbox"/> |
| Social consciousness                | <input type="checkbox"/> |
| Local food production / consumption | <input type="checkbox"/> |
| Health benefits                     | <input type="checkbox"/> |
| Other (please specify below)        | <input type="checkbox"/> |

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QF3. Has your site received any prizes or awards?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details below:

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QF4. Can you provide any examples of good practice, either from within your own allotment site or from further afield, in relation to growing food in the community?

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### **(G) PROBLEMS AND CHALLENGES**

QG1. Using the table below, please indicate whether your allotment site has encountered problems or challenges in any of the areas listed in recent years. (Please tick all that apply)

Vandalism	<input type="checkbox"/>
Fly tipping	<input type="checkbox"/>
Theft	<input type="checkbox"/>
Land tenure	<input type="checkbox"/>
Land / soil quality	<input type="checkbox"/>
Legislation	<input type="checkbox"/>
Personnel / membership issues	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

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QG2. If you've indicated any problems or challenges, was there sufficient support available to allotment holders to help overcome these problems?

Yes ☐ No ☐ Don't know ☐

If NO, please explain why you think this is the case:

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QG3. What factors, if any, would allow your allotment to function more effectively in the future?

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**(H) FUTURE ACTIVITIES**

QH1. What are your plans for the future development of the allotment site? (Please select one of the following categories)

- |               |                          |
|---------------|--------------------------|
| Expand        | <input type="checkbox"/> |
| Contract      | <input type="checkbox"/> |
| Diversify     | <input type="checkbox"/> |
| Stay the same | <input type="checkbox"/> |
| Don't know    | <input type="checkbox"/> |

Please provide further details below:

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QH2. What factors, if any, are likely to constrain any future plans for expansion?

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QH3. In your opinion, what further actions are required to promote and encourage allotment gardening and food growing across Wales?

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QH4. Finally, are there any other issues concerning allotment growing that we have not covered in this questionnaire that you would like to raise?

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**Thank you for taking the time to complete the questionnaire.**

To be included in the draw for National Garden Gift Vouchers, please provide us with your contact details (space provided overleaf) and return the completed questionnaire in the freepost envelope provided by no later than Monday, 21st March 2011.

**Name:** .....

**Address:** .....

**Telephone:** .....

**Email:** .....

The research team at Cardiff University would like to carry out follow-on work with a small number of individuals who have taken part in this survey in order to explore some issues in greater depth. If this is something you would consider please indicate below by ticking the appropriate box.

**Available for interview:**

<b>Yes</b>	
<b>No</b>	

### Appendix 3: COMMUNITY GROWN FOOD QUESTIONNAIRE: Community Gardens

The Wales Rural Observatory at Cardiff University invites you to participate in a survey about Community Grown Food in Wales, which is being undertaken on behalf of the Welsh Government. Your participation involves completing this questionnaire, which should take no longer than 25-30 minutes. All information gained from the research will be treated confidentially. Completion of the questionnaire is entirely voluntary, but your participation would be most helpful to our research. By completing the questionnaire you will also be entered into a draw for one of ten sets of £50 National Garden Gift Vouchers for your garden or project.

#### (A) PROJECT DETAILS

QA1. Name of Project .....

QA2. Street on which main entrance to site is located .....

QA3. Local Authority ..... Postcode .....

QA4. Approximate area of site (in acres / hectares) .....

QA5. Please provide a brief description of your project, in terms of its main objectives and areas of work.

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QA6. When did the project begin? .....

QA7. What were the initial motivations for establishing the project and what did you hope to achieve?

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QA8. Have the original aims and objectives of the project changed since its establishment?

Yes ☐ No ☐ Don't know ☐

If YES, please explain how and why:

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**(B) DETAILS OF PROJECT CO-ORDINATOR**

QB1. Name .....

QB2. Please indicate your gender: Female ☐ Male ☐

QB3. Please indicate your age using the ranges below:

- Under 30 years ☐
- 30 years to 39 years ☐
- 40 years to 49 years ☐
- 50 years to 59 years ☐
- 60 years to 64 years ☐
- 65 years or over ☐

QB4. Please outline the nature of your involvement with the project?

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**(C) ORGANISATIONAL STRUCTURE**

QC1. What type of management structure has been adopted for your project?

- Management Committee of local people ☐
- Partnership with Local Authority ☐
- Town / Community Council (please provide name below) ☐
- Other (please specify below) ☐

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QC2. How is the project funded? (Please tick all that apply)

- Public sector ☐
- Private sector ☐
- Charity ☐
- Self-funded (i.e. social enterprise model) ☐
- Donations ☐
- Membership fees ☐
- Fund-raising activities ☐
- Combination of sources (please specify below) ☐
- Other (please specify below) ☐

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QC3. Over the last 5 years, has your main source of income changed?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details:

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QC4. In what way, if any, has the recent economic recession impacted on your activities?

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#### (D) MEMBERSHIP AND USER GROUPS

QD1. Using the table below, please provide details of the number of people in each of the categories listed currently involved in your project.

Type of employees / volunteers	Number
Full-time employees (more than 30 hours per week)	
Part-time employees (under 30 hours per week)	
Regular volunteers (those who offer a steady contribution)	
Occasional volunteers (those who help out occasionally)	
Other (please specify below)	

QD2. Are there any staff members or volunteers with specific responsibilities or areas of expertise?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details:

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QD3. Using the table below, please provide details of the gender and age distribution of volunteers / members currently involved in your project.

Type of volunteer / member		Number
Gender	Male	
	Female	
Age distribution (if known)	Under 16	
	16-24	
	25-34	
	35-44	
	45-59	
	Over 60	

QD4. Please indicate whether your project engages with any of the specific groups listed below. (Please tick all that apply and provide further details in the space below, if applicable)

- Children (under 16)

☐
- Young people (over 16)

☐
- Older people

☐
- Families with young children

☐
- Unemployed people

☐
- People with physical disabilities

☐
- People with mental health problems

☐
- Women

☐
- Black minority ethnic groups

☐
- People from low income families

☐
- Ex-offenders

☐
- No one group in particular

☐
- Other (please specify below)

☐

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QD5. In your opinion, does the project reflect the ethnic makeup of the local community?

- Yes

☐

No

☐

Don't know

☐

If NO, are there any particular reasons for this?

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QD6. As far as you are aware, where do volunteers / members travel from to participate in the project? Please indicate the approximate proportion for each of the distances noted in the table below:

Distance from project	Approximate proportion (%)
Under ½ a mile	
Between ½ a mile and 1 mile	
Between 1 - 2 miles	
More than 2 miles	

QD7. As far as you are aware, how do volunteers / members travel to the project site? Please rank the following modes of travel on a scale from 1 to 8, with 1 being the most popular method of travel and 8 being the least popular method:

Mode of travel	Rank (1 to 8)
Walking	
Bike	
Bus	
Car (single)	
Car (shared)	
Train	
Taxi	
Combination of the above	

QD8. Do you use any advertising or marketing methods to promote your community garden?

Yes ☐ No ☐ Don't know ☐

If YES, which of the following methods do you use? (Please tick all that apply)

- Project website ☐
- Local media ☐
- Face-to-face ☐
- Community events ☐
- Leaflets ☐
- Social networking sites ☐
- Other (please specify below)

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If NO, are there any particular reasons for this?

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**(E) SITE USE & OTHER ACTIVITIES**

QE1. Using the table below, please indicate (a) what type of produce is usually grown in your garden, and (b) what proportion of the site is generally allocated to each type of crop.

CATEGORIES	Yes	No	May grow in future	Proportion of site (%)
Root crops				
Vegetable fruits				
Onions / Allium family				
Stem & Perennial vegetables				
Peas and Beans				
Brassicas				
Salads and leaves				
Herbs				
Tree fruit				
Soft fruit				
Vine fruit and stems				
Flowers				
Other - please specify below				

QE2. What growing system does the project use?

- Permaculture ☐
- Organic ☐
- Conventional ☐
- Other (please specify below) ☐

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QE3. What happens to food produced on the site? Please tick all that apply and provide further information below, if applicable.

- Personal consumption ☐
- Sale of 'surplus produce' ☐
- Collective consumption ☐
- Donate produce ☐
- Other (please specify below) ☐

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QE4. Using the table below, please indicate what other types of activities are carried out on the site and how regularly these are held.

FREQUENCY						
ACTIVITY	Daily	Weekly	Monthly	Annually	Other frequency (please specify)	Not applicable
Community recycling						
Composting						
Educational visits						
Training events						
Open days						
Community events						
Other (please specify)						

QE5. Which of the following facilities are available on your site? (Please tick all that apply)

- Secure storage space(s) ☐
- Shelter ☐
- Public conveniences ☐
- Kitchen facilities ☐
- Café ☐
- Other (please specify below) ☐

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QE6. What type of land is your project / garden located on? (Please tick all that apply)

- Public park / garden ☐
- Private gardens ☐
- School or other educational site ☐
- Sports areas (i.e. playing fields / golf course) ☐
- Vacant or derelict land ☐
- Agricultural land ☐
- Amenity green space ☐
- Woodland ☐
- Other (please specify) ☐

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QE7. Is the site, or part of the site, managed to encourage biodiversity / wildlife?

Yes ☐ No ☐ Don't know ☐

If YES, please tick all that apply and provide further information where applicable (i.e. number and type of species):

Mature trees ☐  
Pond / water feature ☐  
Unmown grass ☐  
Log pile ☐  
Wildlife boxes ☐  
Other (please specify below) ☐

.....  
.....

QE8. Do volunteers carry out biodiversity activities / wildlife habitat creation or management work on your site?

Yes ☐ No ☐ Don't know ☐

If YES, are the volunteers:

Site members ☐  
Outside organisation(s) ☐  
Other (please specify below) ☐

.....  
.....

## **(F) NETWORKS & COLLABORATIONS**

QF1. Is your project / scheme affiliated with any professional or representative institution or organisation?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details below:

.....  
.....

QF2. How would you rate the provision of support and advice to community growing projects and groups in Wales?

Very good ☐  
Good ☐  
Poor ☐  
Very poor ☐  
Don't know ☐

Please specify why you suppose this is the case:

.....  
.....

QF3. Which of the following **local** organisations or groups does your project currently work in collaboration with? (Please tick all that apply)

- |                               |                          |
|-------------------------------|--------------------------|
| Schools                       | <input type="checkbox"/> |
| Local Authority               | <input type="checkbox"/> |
| Health organisations          | <input type="checkbox"/> |
| Youth groups                  | <input type="checkbox"/> |
| Local businesses              | <input type="checkbox"/> |
| Employment / training schemes | <input type="checkbox"/> |
| Religious institutions        | <input type="checkbox"/> |
| Other growing projects        | <input type="checkbox"/> |
| Local charities               | <input type="checkbox"/> |
| Other (please specify below)  | <input type="checkbox"/> |

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If applicable, please briefly outline the nature of these collaborations:

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QF4. Which of the following **national** organisations or groups does your project currently work in collaboration with? (Please tick all that apply)

- |  |                          |
|--|--------------------------|
| Federation of City Farms and Community Gardens       | <input type="checkbox"/> |
| Royal Horticultural Society                          | <input type="checkbox"/> |
| National Society of Allotments and Leisure Gardeners | <input type="checkbox"/> |
| National Trust                                       | <input type="checkbox"/> |
| Groundwork   | <input type="checkbox"/> |
| Soil Association                                     | <input type="checkbox"/> |
| Landshare  | <input type="checkbox"/> |
| Environment Wales                                    | <input type="checkbox"/> |
| Allotments Regeneration Initiative                   | <input type="checkbox"/> |
| Other (please specify below)                         | <input type="checkbox"/> |

.....

.....

If applicable, please briefly outline the nature of these collaborations:

.....

.....

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.....

.....

QF5. Please indicate your main motivations for working collaboratively with other organisations or groups within your field. (Please tick all that apply)

- Complementarity of activities ☐
- Learning / sharing best practice ☐
- To reduce costs ☐
- Sharing staff / volunteers ☐
- Sharing expertise ☐
- Other (please specify below) ☐

.....

## **(G) BENEFITS AND ACHIEVEMENTS**

QG1. In your opinion, what are the key motivations for volunteers /members within your project to get involved in community gardening?

- Open access to land ☐
- To develop an alternative food system ☐
- To increase local food production ☐
- To improve personal health / well-being ☐
- To meet other people ☐
- To learn more about the environment ☐
- Other (please specify below): ☐

.....

.....

QG2. Has the project made significant achievements in any of the following areas? Please tick all that apply and use the space below to provide further information, if needed.

- Social inclusion ☐
- Civic participation / pride ☐
- Community partnerships ☐
- Animal welfare ☐
- Local environmental improvements ☐
- Education and skills training ☐
- Therapeutic horticulture ☐
- Environmental awareness ☐
- Social consciousness ☐
- Local food production / consumption ☐
- Health benefits ☐
- Other (please specify below) ☐

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.....

QG3. Has the project received any prizes or awards?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details below:

.....

.....



QG4. Can you provide any examples of good practice, either from within your own project or from further afield, in relation to Community Growing?

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## (H) PROBLEMS, CHALLENGES AND SUPPORT

QH1. Using the table below, please indicate whether your project has encountered problems or challenges in any of the areas listed in recent years. (Tick all that apply and use the space below to provide further information, if needed)

Vandalism	<input type="checkbox"/>
Fly tipping	<input type="checkbox"/>
Theft	<input type="checkbox"/>
Land tenure	<input type="checkbox"/>
Land / soil quality	<input type="checkbox"/>
Legislation	<input type="checkbox"/>
Personnel / membership issues	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

.....

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.....

QH2. If you've indicated any problems or challenges, was there sufficient support available to help overcome these problems?

Yes ☐ No ☐ Don't know ☐

Please explain why you think this is the case:

.....

.....

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.....

QH3. What factors, if any, would allow your project to function more effectively in the future?

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**(I) FUTURE ACTIVITIES**

Q11. What are your plans for the future development of the project? Please select one of the following categories.

- |               |                          |
|---------------|--------------------------|
| Expand        | <input type="checkbox"/> |
| Contract      | <input type="checkbox"/> |
| Diversify     | <input type="checkbox"/> |
| Stay the same | <input type="checkbox"/> |
| Don't know    | <input type="checkbox"/> |

Please explain your answer:

.....

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Q12. What factors, if any, are likely to constrain any future plans for expansion?

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Q13. What further actions are required to promote and encourage community food growing projects more generally across Wales?

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Q14. Finally, are there any other issues concerning community gardens that we have not covered in this questionnaire that you would like to raise?

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**Thank you for taking the time to complete the questionnaire.**

To be included in the draw for National Garden Gift Vouchers, please provide us with your contact details (space provided overleaf) and return the completed questionnaire in the freepost envelope provided by no later than Monday, 21st March 2011.

**Name:** .....

**Address:** .....

**Telephone:** .....

**Email:** .....

The research team at Cardiff University would like to carry out follow-on work with a small number of individuals who have taken part in this survey in order to explore some issues in greater depth. If this is something you would consider please indicate below by ticking the appropriate box.

**Available for interview:**

<b>Yes</b>	
<b>No</b>	

## Appendix 4: COMMUNITY GROWN FOOD QUESTIONNAIRE – CSA schemes

The Wales Rural Observatory at Cardiff University invites you to participate in a survey about Community Grown Food in Wales, which is being undertaken on behalf of the Welsh Government. Your participation involves completing this questionnaire, which should take no longer than 25-30 minutes. All information gained from the research will be treated confidentially. Completion of the questionnaire is entirely voluntary, but your participation would be most helpful to our research. By completing the questionnaire you will also be entered into a draw for one of ten sets of £50 National Garden Gift Vouchers for your organisation or scheme.

### (A) PROJECT DETAILS

QA1. Name of Scheme .....

QA2. Street on which main entrance to site is located .....

QA3. Local Authority ..... Postcode .....

QA4. Approximate area of site (in acres / hectares / square metres) .....

QA5. Please provide a brief description of your project, in terms of its main objectives and areas of work.

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QA6. When was the scheme established? .....

QA7. What were the initial motivations for establishing the scheme and what did you hope to achieve?

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QA8. Have the original aims and objectives of the scheme changed since its establishment?

Yes ☐ No ☐ Don't know ☐

If YES, please explain how and why:

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.....

.....

**(B) DETAILS OF PROJECT CO-ORDINATOR**

QB1. Name .....

QB2. Please indicate your gender:

Female ☐ Male ☐

QB3. Please indicate your age using the ranges below:

Under 30 years ☐  
30 years to 39 years ☐  
40 years to 49 years ☐  
50 years to 59 years ☐  
60 years to 64 years ☐  
65 years or over ☐

QB4. Please outline the nature of your involvement with the scheme .

.....  
.....  
.....  
.....

**(C) ORGANISATIONAL STRUCTURE**

QC1. What type of management structure has been adopted for your scheme ?

Management Committee of local people ☐  
Partnership with local farmer(s) ☐  
Partnership with local community ☐  
Other (please provide details below) ☐

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.....

QC2. How is the project funded? (Please tick all that apply)

Public sector ☐  
Private sector ☐  
Charity ☐  
Self-funded (i.e. social enterprise model) ☐  
Donations ☐  
Membership fees ☐  
Fund-raising activities ☐  
Combination of sources (please specify below) ☐  
Other (please specify below) ☐

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QC3. Is the CSA an incorporated organisation?

Yes ☐ No ☐

If YES, how is it incorporated?

As an industrial / provident society ☐

As a limited company ☐

As a charity ☐

Other (please specify below) ☐

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QC4. Over the last 5 years, has your main source of income changed?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details:

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QC5. In what way, if any, has the recent economic recession impacted on your activities?

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#### (D) MEMBERSHIP AND USER GROUPS

QD1. Using the table below, please provide details of the number of people in each of the categories listed currently involved in your project.

Type of employees / volunteers	Number
Full-time employees (more than 30 hours per week)	
Part-time employees (under 30 hours per week)	
Subscription-paying members	
Other (please specify below)	

QD2. Do subscription-paying members work on the scheme?

Yes ☐ No ☐

If YES, please provide details (i.e. is this voluntary on the part of individuals, or part of a membership agreement):

.....

.....

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QD3. When do members pay for their food share?

At the beginning of the year ☐  
Monthly ☐  
Other (please provide details below) ☐

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QD4. Are there any staff members or volunteers with specific responsibilities or areas of expertise?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details:

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QD5. Using the table below, please provide details of the gender and age distribution of volunteers / members currently involved in your project.

Type of volunteer / member		Number
Gender	Male	
	Female	
Age distribution (if known)	Under 16	
	16-24	
	25-34	
	35-44	
	45-59	
	Over 60	



QD6. Please indicate whether your scheme engages with any of the specific groups listed below. (Please tick all that apply and provide further details in the space below, if applicable)

- |                                    |                          |
|------------------------------------|--------------------------|
| Children (under 16)                | <input type="checkbox"/> |
| Young people (over 16)             | <input type="checkbox"/> |
| Older people                       | <input type="checkbox"/> |
| Families with young children       | <input type="checkbox"/> |
| Unemployed people                  | <input type="checkbox"/> |
| People with physical disabilities  | <input type="checkbox"/> |
| People with mental health problems | <input type="checkbox"/> |
| Women                              | <input type="checkbox"/> |
| Black minority ethnic groups       | <input type="checkbox"/> |
| People from low income families    | <input type="checkbox"/> |
| Ex-offenders                       | <input type="checkbox"/> |
| No one group in particular         | <input type="checkbox"/> |
| Other (please specify below)       | <input type="checkbox"/> |

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QD7. In your opinion, does the scheme reflect the ethnic makeup of the local community?

- Yes ☐ No ☐ Don't know ☐

If NO, are there any particular reasons for this?

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QD8. Does the CSA subscription have any provisions in place for low-income members?

- Yes ☐ No ☐ Don't know ☐

If YES, please provide details below

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.....

QD9. As far as you are aware, where do volunteers / members travel **from** to participate in the scheme? Please indicate the approximate proportion for each of the distances noted in the table below:

Distance from project	Approximate proportion (%)
Under ½ a mile	
Between ½ a mile and 1 mile	
Between 1 – 2 miles	
More than 2 miles	

QD10. As far as you are aware, **how** do volunteers / members travel to your site? Please rank the following modes of travel on a scale from 1 to 8, with 1 being the most popular method of travel and 8 being the least popular method:

Mode of travel	Rank (1 to 8)
Walking	
Bike	
Bus	
Car (single)	
Car (shared)	
Train	
Taxi	
Combination of the above	

QD11. What are the main ways in which the project advertises its activities? (Please tick all that apply)

- Project website ☐
- Local media ☐
- Face-to-face ☐
- Community events ☐
- Leaflets ☐
- Social networking sites ☐
- Other (please specify below) ☐

.....

## (E) SITE USE & OTHER ACTIVITIES

QE1. Using the table below, please indicate (a) what type of produce is usually grown in your scheme, and if possible (b) what proportion of your land is generally allocated to each crop.

CATEGORIES	Yes	No	May grow in future	Proportion of site (%)
Root crops				
Vegetable fruits				
Onions / Allium family				
Stem & Perennial vegetables				
Peas and Beans				
Brassicas				
Salads and leaves				
Herbs				
Tree fruit				
Soft fruit				
Vine fruit and stems				
Flowers				
Other - please specify below				

QE2. How many members does the project provide food shares for?

QE3. What is the maximum number that the project could provide food shares for?

QE4. How is the food share supplied to members? (Please tick all that apply)

Collection from the farm ☐

Drop-off points ☐

Home delivery ☐

Other (please specify below) ☐

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QE5. What growing system does the project use?

Permaculture ☐

Organic ☐

Conventional ☐

Other (please specify below) ☐

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QE6. Do members of the CSA have any influence over the growing plans or schedule throughout the year?

Yes ☐ No ☐

If YES, please provide details:

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.....

QE7. What happens to food produced on the site? (Please tick all that apply and provide further information below, if applicable)

Personal consumption ☐

Sale of 'surplus produce' ☐

Collective consumption ☐

Donate produce ☐

Other (please specify below) ☐

.....

.....

QE8. In addition to growing fruit, vegetables and/or flowers (a) what other types of activities are carried out at your site during the course of the year, and (b) how regularly are the activities are held on the site?

FREQUENCY						
ACTIVITY	Daily	Weekly	Monthly	Annually	Other frequency (please specify)	Not applicable
Community recycling						
Composting						
Educational visits						
Training events						
Open days						
Community events						
Other (please specify)						

QE9. Which of the following facilities are available on your site?

- Secure storage space(s) ☐
- Shelter ☐
- Public conveniences ☐
- Kitchen facilities ☐
- Café ☐
- Other (please specify below) ☐

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QE10. What type of land is your organisation / scheme located on? (Please tick all that apply)

- Public park / garden ☐
- Private gardens ☐
- School or other educational site ☐
- Sports areas (i.e. playing fields / golf course) ☐
- Vacant or derelict land ☐
- Agricultural land ☐
- Amenity green space ☐
- Woodland ☐
- Other (please specify) ☐

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QE11. Is the site, or part of the site, managed to encourage biodiversity / wildlife?

Yes ☐ No ☐ Don't know ☐

If YES, please tick all that apply and provide further information where applicable (i.e. number and type of species)

Mature trees ☐  
Pond / water feature ☐  
Unmown grass ☐  
Log pile ☐  
Wildlife boxes ☐  
Other (please specify below) ☐

.....

QE12. Do volunteers carry out biodiversity activities or wildlife habitat creation or management work on your site?

Yes ☐ No ☐ Don't know ☐

If YES, are the volunteers:

Site members ☐  
Outside organisation(s) ☐  
Other (please specify below) ☐

.....

## **(F) NETWORKS & COLLABORATIONS**

QF1. Is your scheme / organisation affiliated with any professional or representative institution or organisation?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details:

.....

.....

QF2. How would you rate the provision of support and advice to community growing projects and groups in Wales?

Very good ☐  
Good ☐  
Poor ☐  
Very poor ☐  
Don't know ☐

Please specify why you suppose this is the case:

.....

.....

.....

QF3. Which of the following **local** organisations or groups does your project currently work in collaboration with? (Please tick all that apply)

- |                               |                          |
|-------------------------------|--------------------------|
| Schools                       | <input type="checkbox"/> |
| Local Authority               | <input type="checkbox"/> |
| Health organisations          | <input type="checkbox"/> |
| Youth groups                  | <input type="checkbox"/> |
| Local businesses              | <input type="checkbox"/> |
| Employment / training schemes | <input type="checkbox"/> |
| Religious institutions        | <input type="checkbox"/> |
| Other growing projects        | <input type="checkbox"/> |
| Local charities               | <input type="checkbox"/> |
| Other (please specify below)  | <input type="checkbox"/> |

.....

.....

If applicable, please briefly outline the nature of these collaborations:

.....

.....

.....

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.....

QF4. Which of the following **national** organisations or groups does your project currently work in collaboration with? (Please tick all that apply)

- |  |                          |
|--|--------------------------|
| Federation of City Farms and Community               | <input type="checkbox"/> |
| Royal Horticultural Society                          | <input type="checkbox"/> |
| National Society of Allotments and Leisure Gardeners | <input type="checkbox"/> |
| National Trust                                       | <input type="checkbox"/> |
| Groundwork   | <input type="checkbox"/> |
| Soil Association                                     | <input type="checkbox"/> |
| Landshare  | <input type="checkbox"/> |
| Environment Wales                                    | <input type="checkbox"/> |
| Allotments Regeneration Initiative                   | <input type="checkbox"/> |
| Other (please specify below)                         | <input type="checkbox"/> |

.....

.....

If applicable, please briefly outline the nature of these collaborations:

.....

.....

.....

.....

.....

QF5. Please indicate your main motivations for working collaboratively with other organisations or groups within your field. (Please tick all that apply)

- Complementarity of activities ☐
- Learning / sharing best practice ☐
- To reduce costs ☐
- Sharing staff / volunteers ☐
- Sharing expertise ☐
- Other (please provide details below) ☐

.....

.....

**(G) BENEFITS AND ACHIEVEMENTS**

QG1. In your opinion, what are the key motivations for volunteers /members within your scheme to get involved in growing / farming activities?

- Open access to land ☐
- An alternative food system ☐
- To increase food production ☐
- To improve personal health / well-being ☐
- To meet other people ☐
- To learn more about the environment ☐
- Other (please provide details below) ☐

.....

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.....

.....

QG2. Has the project made significant achievements in any of the following areas? (Please tick all that apply and use the space below to provide further information, if needed)

- Social inclusion ☐
- Civic participation / pride ☐
- Community partnerships ☐
- Animal welfare ☐
- Local environmental improvements ☐
- Education and skills training ☐
- Therapeutic horticulture ☐
- Environmental awareness ☐
- Social consciousness ☐
- Local food production / consumption ☐
- Health benefits ☐
- Other (please specify below) ☐

.....

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QG3. Has the project received any prizes or awards?

Yes ☐ No ☐ Don't know ☐

If YES, please provide details below:

.....

.....

QG4. Can you provide any examples of good practice, either from within your own project or from further afield, in relation to growing food in the community?

.....

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.....

.....

#### **(H) PROBLEMS, CHALLENGES AND SUPPORT**

QH1. Please indicate whether your project has encountered problems or challenges in any of the areas listed in recent years. (Tick all that apply and use the space below to provide further information, if needed)

Vandalism	<input type="checkbox"/>
Fly tipping	<input type="checkbox"/>
Theft	<input type="checkbox"/>
Land tenure	<input type="checkbox"/>
Land / soil quality	<input type="checkbox"/>
Legislation	<input type="checkbox"/>
Personnel / membership issues	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

.....

.....

.....

.....

QH2. If you've indicated any problems or challenges, was there sufficient support available to help overcome these problems?

Yes ☐ No ☐ Don't know ☐

Please explain why you think this is the case:

.....

.....

.....

.....



QH3. What factors, if any, would allow your scheme to function more effectively in the future?

.....

.....

.....

**(I) FUTURE ACTIVITIES**

QI1. What are your plans for the future development of the scheme? Please select one of the following categories.

- |               |                          |
|---------------|--------------------------|
| Expand        | <input type="checkbox"/> |
| Contract      | <input type="checkbox"/> |
| Diversify     | <input type="checkbox"/> |
| Stay the same | <input type="checkbox"/> |
| Don't know    | <input type="checkbox"/> |

Please explain your answer:

.....

.....

.....

QI2. What factors, if any, are likely to constrain any future plans for expansion?

.....

.....

.....

QI3. What further actions are required to promote and encourage community food growing projects more generally across Wales?

.....

.....

.....

QI4. Finally, are there any other issues concerning community growing that we have not covered in this questionnaire that you would like to raise?

.....

.....

.....

**Thank you for taking the time to complete the questionnaire.**

To be included in the draw for National Garden Gift Vouchers, please provide us with your contact details (space provided overleaf) and return the completed questionnaire in the freepost envelope provided by no later than Monday, 21st March 2011.

**Name:** .....

**Address:** .....

**Tel:** .....

**Email:** .....

The research team at Cardiff University would like to carry out follow-on work with a small number of individuals who have taken part in this survey in order to explore some issues in greater depth. If this is something you would consider please indicate below by ticking the appropriate box.

**Available for interview:**

<b>Yes</b>	
<b>No</b>	



Cronfa Amaethyddol Ewrop ar gyfer Datblygu  
Gwledig: Ewrop yn Buddsoddi  
mewn Ardaloedd Gwledig  
The European Agricultural Fund for  
Rural Development: Europe Investing in  
Rural Areas



Llywodraeth Cymru  
Welsh Government



Arsyllfa Wledig Cymru  
Wales Rural Observatory

## Appendix 5: COMMUNITY GROWN FOOD IN WALES: School Gardening Questionnaire

School Name: .....

### (A) PROVISION OF SCHOOL GARDENING ACTIVITIES

QA1. Does your school provide opportunities for pupils to participate in gardening activities?

Yes ☐ No ☐ Don't know ☐

*If YES, please continue to the next question. If NO, please go on to Section F on page 7.*

QA2. What type of gardening activities are undertaken within your school?

*(Please tick all that apply)*

School site activities		Other activities	
Flower / ornamental garden	<input type="checkbox"/>	Visits to the community / other sites	<input type="checkbox"/>
Vegetable garden	<input type="checkbox"/>	Visits from the community	<input type="checkbox"/>
Herb garden	<input type="checkbox"/>	School clubs (e.g. gardening club)	<input type="checkbox"/>
Sensory garden	<input type="checkbox"/>	Activities during holiday periods	<input type="checkbox"/>
Thematic garden	<input type="checkbox"/>	Other <i>(please specify below)</i>	<input type="checkbox"/>
Wildlife area	<input type="checkbox"/>		
Art and craft activities	<input type="checkbox"/>		
Cookery classes / demonstrations	<input type="checkbox"/>		

QA3. Who is responsible for co-ordinating gardening activities within your school?

*(Please tick all that apply)*

Pupils or gardening monitors	<input type="checkbox"/>	Parent(s)	<input type="checkbox"/>
Year / subject teacher(s)	<input type="checkbox"/>	Governor(s)	<input type="checkbox"/>
Support staff	<input type="checkbox"/>	Caretaker	<input type="checkbox"/>
Senior management team	<input type="checkbox"/>	Other <i>(please specify below)</i>	<input type="checkbox"/>

QA4. What are the key aims of the gardening activities that are undertaken in your school?

*(Please tick all that apply)*

To improve academic performance	<input type="checkbox"/>
To improve pupil behaviour	<input type="checkbox"/>
To enhance interpersonal and social skills	<input type="checkbox"/>
To encourage teamwork	<input type="checkbox"/>
To provide opportunities for physical activity	<input type="checkbox"/>
To increase environmental awareness	<input type="checkbox"/>
To improve understanding of healthy eating and nutrition	<input type="checkbox"/>
To develop pupils' gardening skills	<input type="checkbox"/>
To encourage parental involvement	<input type="checkbox"/>
To engage with the wider community	<input type="checkbox"/>
To improve the school environment	<input type="checkbox"/>
Don't know	<input type="checkbox"/>
Other <i>(please specify below)</i>	<input type="checkbox"/>

QA5. Are the gardening activities in your school specifically targeted at any of the following groups:

*(Please tick all that apply)*

<b>Pupils:</b>	
from minority ethnic groups	<input type="checkbox"/>
learning Welsh and/or English as an additional language	<input type="checkbox"/>
with sensory and/or physical needs	<input type="checkbox"/>
with communication and interaction needs	<input type="checkbox"/>
with behavioural, emotional and social difficulties	<input type="checkbox"/>
from disadvantaged backgrounds	<input type="checkbox"/>
Other <i>(please specify below)</i>	<input type="checkbox"/>

QA6. Thinking about the implementation of gardening activities within your school, please indicate how strongly you agree or disagree with the following statements:

(Please tick **one** box on each line)

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
School gardening activities are an integral part of the school's ethos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School gardening enhances pupils' well-being, learning and overall development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The benefits of school gardening are recognised across the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School gardening activities are widely encouraged across the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gardening activities are only encouraged for some areas of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gardening activities are limited to certain year groups / Key Stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gardening activities are given a low priority within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The level of gardening activities within the school is sufficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## (B) ADVICE & SUPPORT FOR SCHOOL GARDENING ACTIVITIES

QB1. Please indicate what type of support is made available **within the school** to individuals involved in co-ordinating gardening activities.

(Please tick **all that apply**)

Non-contact time for staff to plan and organise activities	<input type="checkbox"/>
Teaching cover to allow outside visits during school hours	<input type="checkbox"/>
Additional staffing for gardening activities	<input type="checkbox"/>
Opportunities to attend training courses	<input type="checkbox"/>
Funding to buy resources / facilities	<input type="checkbox"/>
Funding for day visits / field trips	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>
<hr/>	
<hr/>	
<hr/>	
<hr/>	

QB2. What type of support does your school currently receive from the **Local Authority** in relation to gardening activities?

*(Please tick all that apply)*

	RECEIVE	DO NOT RECEIVE	NOT AVAILABLE	WOULD BE USEFUL
Information on the benefits of school gardening activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on the range of gardening opportunities / resources available to schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of outdoor learning resources and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support with embedding school gardening into the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support with teaching and learning using school gardening activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing good practice about school gardening activities across schools within the authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <i>(please specify below)</i>				

QB3. Which of the following organisations or groups does your school currently work in collaboration with?

*(Please tick all that apply)*

Local level		National level	
Other Primary / Secondary Schools	<input type="checkbox"/>	Federation of City Farms & Community Gardens	<input type="checkbox"/>
Sixth-form / FE Colleges	<input type="checkbox"/>	Royal Horticultural Society	<input type="checkbox"/>
Higher Education Institutions	<input type="checkbox"/>	National Trust	<input type="checkbox"/>
Health organisations	<input type="checkbox"/>	Groundwork	<input type="checkbox"/>
Youth groups	<input type="checkbox"/>	Soil Association	<input type="checkbox"/>
Local businesses	<input type="checkbox"/>	Environment Wales	<input type="checkbox"/>
Religious institutions	<input type="checkbox"/>	National Museum Wales	<input type="checkbox"/>
Other growing projects	<input type="checkbox"/>	Learning through Landscapes Cymru	<input type="checkbox"/>
Local charities	<input type="checkbox"/>	National Botanic Garden of Wales	<input type="checkbox"/>
Other <i>(please specify below)</i>	<input type="checkbox"/>	Other <i>(please specify below)</i>	<input type="checkbox"/>

### (C) CHANGES IN SCHOOL GARDENING PROVISION

QC1. To what extent has the amount of gardening activities changed within your school over the last **5 years**?

Increased ☐ Decreased ☐ No change ☐ Don't know ☐

QC2. If the level of gardening activities undertaken within your school has changed over the last 5 years, what are the main reasons for this?

*(Please tick all that apply)*

- |  |                          |
|--|--------------------------|
| Availability of suitable school gardening opportunities          | <input type="checkbox"/> |
| Availability of staff to undertake gardening activities          | <input type="checkbox"/> |
| Increased awareness among staff of the value of school gardening | <input type="checkbox"/> |
| Availability of teacher training                                 | <input type="checkbox"/> |
| Level of support within the school                               | <input type="checkbox"/> |
| Level of parental / community support                            | <input type="checkbox"/> |
| Changing priorities within the curriculum                        | <input type="checkbox"/> |
| Availability of resources / equipment                            | <input type="checkbox"/> |
| Availability of funding for school gardening activities          | <input type="checkbox"/> |
| Other <i>(please specify below)</i>                              |                          |


### (D) FUNDING FOR SCHOOL GARDENING ACTIVITIES

QD1. Has your school received funding or resources for school gardening activities from any of the following sources over the last **5 years**?

*(Please tick all that apply)*

- |                                   |                          |                                     |                          |
|-----------------------------------|--------------------------|-------------------------------------|--------------------------|
| School budget                     | <input type="checkbox"/> | Contributions from staff            | <input type="checkbox"/> |
| National initiatives or campaigns | <input type="checkbox"/> | Contributions from parents          | <input type="checkbox"/> |
| Local Authority                   | <input type="checkbox"/> | Contributions from the community    | <input type="checkbox"/> |
| Fundraising events                | <input type="checkbox"/> | Local / National competitions       | <input type="checkbox"/> |
| Local businesses                  | <input type="checkbox"/> |                                     |                          |
| Local / National charities        | <input type="checkbox"/> | Other <i>(please specify below)</i> | <input type="checkbox"/> |


**(E) FUTURE PLANS**

QE1. What are your plans for the future development of gardening activities within the school?

Increase	<input type="checkbox"/>	Decrease	<input type="checkbox"/>	Stay the same	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
----------	--------------------------	----------	--------------------------	---------------	--------------------------	------------	--------------------------

QE2. What factors, if any, are likely to constrain the provision of gardening activities within the school?

*(Please tick all that apply)*

- |   |                          |
|---|--------------------------|
| No suitable area / land available                         | <input type="checkbox"/> |
| Lack of knowledge / expertise                             | <input type="checkbox"/> |
| Lack of appropriate teacher training                      | <input type="checkbox"/> |
| Lack of support from within the school                    | <input type="checkbox"/> |
| Lack of support from Local Authority                      | <input type="checkbox"/> |
| Availability of educational materials on school gardening | <input type="checkbox"/> |
| Teacher workloads   | <input type="checkbox"/> |
| Budgetary constraints                                     | <input type="checkbox"/> |
| Restrictions of curriculum                                | <input type="checkbox"/> |
| Lack of pupil interest                                    | <input type="checkbox"/> |
| Lack of teacher interest                                  | <input type="checkbox"/> |
| Lack of parental support                                  | <input type="checkbox"/> |
| Concerns over pupil safety                                | <input type="checkbox"/> |
| Other <i>(please specify below)</i>                       | <input type="checkbox"/> |


QE3. What further actions would enable your school to offer more gardening opportunities for pupils in the future?

.....
.....
.....
.....

**Please go on to Section G on page 8.**



**(F) OBSTACLES TO THE PROVISION OF SCHOOL GARDENING ACTIVITIES**

QF1. In your opinion, what are the main obstacles affecting the introduction of gardening activities within your school?

*(Please tick all that apply)*

	Obstacle
No suitable area / land available	<input type="checkbox"/>
Lack of knowledge / expertise	<input type="checkbox"/>
Lack of appropriate teacher training	<input type="checkbox"/>
Lack of support from within the school	<input type="checkbox"/>
Lack of support from Local Authority	<input type="checkbox"/>
Availability of educational materials on school gardening	<input type="checkbox"/>
Teacher workloads	<input type="checkbox"/>
Budgetary constraints	<input type="checkbox"/>
Restrictions of curriculum	<input type="checkbox"/>
Lack of pupil interest	<input type="checkbox"/>
Lack of teacher interest	<input type="checkbox"/>
Lack of parental support	<input type="checkbox"/>
Concerns over pupil safety	<input type="checkbox"/>
Other <i>(please specify below)</i>	<input type="checkbox"/>

QF2. Would your school like to get involved in gardening activities in the future?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Maybe	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
-----	--------------------------	----	--------------------------	-------	--------------------------	------------	--------------------------

QF3. Please use the space below to provide any further comments.

.....

.....

.....

.....

.....

**(G) SCHOOL DETAILS**

	Number
Number of pupils on register (All ages)	.....
Number of pupils eligible for free school meals	.....
Number of pupils with Special Educational Needs (including statements)	.....
Number of teachers (including support staff)	.....

**(H) YOUR DETAILS**

**Thank you for taking the time to complete the questionnaire.**

To be included in the draw for National Garden Gift Vouchers, please provide us with your contact details in the space provided below and return the completed questionnaire in the freepost envelope provided by no later than Monday, 13<sup>th</sup> June 2011.

Name: .....

Position: .....

Telephone: .....

E-mail: .....

Finally, the research team at Cardiff University would like to carry out some follow-on work with a small number of schools who have taken part in this survey in order to explore some issues in greater depth. This would mainly involve a short interview with a relevant individual about your school's gardening activities. If this is something your school would consider please indicate below by ticking the appropriate box.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------



Cronfa Amaethyddol Ewrop ar gyfer Datblygu  
Gwledig: Ewrop yn Buddsoddi  
mewn Ardaloedd Gwledig  
The European Agricultural Fund for  
Rural Development: Europe Investing in  
Rural Areas



Llywodraeth Cymru  
Welsh Government



Arsyllfa Wledig Cymru  
Wales Rural Observatory

## Appendix 6

May 2011

Dear Sir / Madam,

### Wales Rural Observatory – Community Grown Food Survey

The Wales Rural Observatory is an independent research centre based at Cardiff University and Aberystwyth University. We are funded by the Welsh Government to undertake economic, social and environmental research on rural Wales. We have recently been commissioned by the Welsh Assembly Government to undertake an important piece of research aimed at exploring what can be done to promote and encourage 'Community Growing' across Wales.

The enclosed questionnaire forms an important element of this research and aims to collect information on the nature and extent of growing or gardening activities across schools and Local Authorities in Wales. This may include any form of gardening or growing activity which is undertaken within the school, such as a flower, vegetable and/or herb garden; outside visits to other sites, such as a public garden, allotment site or environmental centre; or activities such as a gardening club.

We would be very grateful for your help in providing information about community growing in your school. Completion of the questionnaire is entirely voluntary; however, your input would allow us to obtain a greater understanding of the current situation and to inform the development of future policy on community growing. Your responses to all questions will be treated confidentially and any material used within the published report will not be attributed to any named individuals or schools.

*As an extra incentive to take part, all completed questionnaires will be entered into a draw for one of ten sets of National Garden gift vouchers worth £50 for your school.*

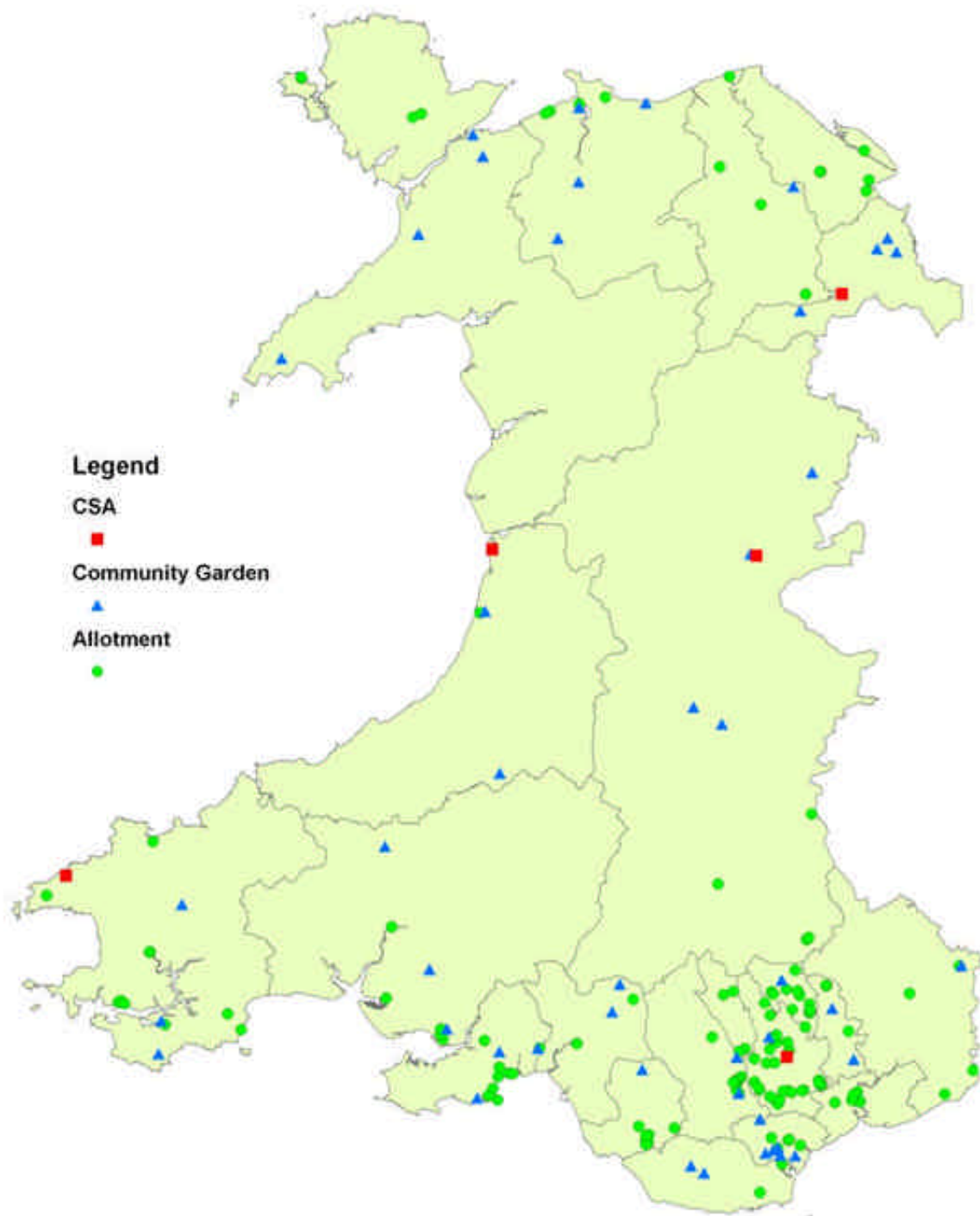
The preferred method for completion is online. An online version of the questionnaire is available under the NEWS section on our website: <http://www.walesruralobservatory.org.uk>. Alternatively, if you wish to submit a response by post, please complete the attached questionnaire and return it in the freepost envelope provided by no later than **Monday, 13 June 2011**.

If you have any questions concerning the questionnaire, please do not hesitate to contact me on 02920 874 728 or by email: [OwensNE@cf.ac.uk](mailto:OwensNE@cf.ac.uk).

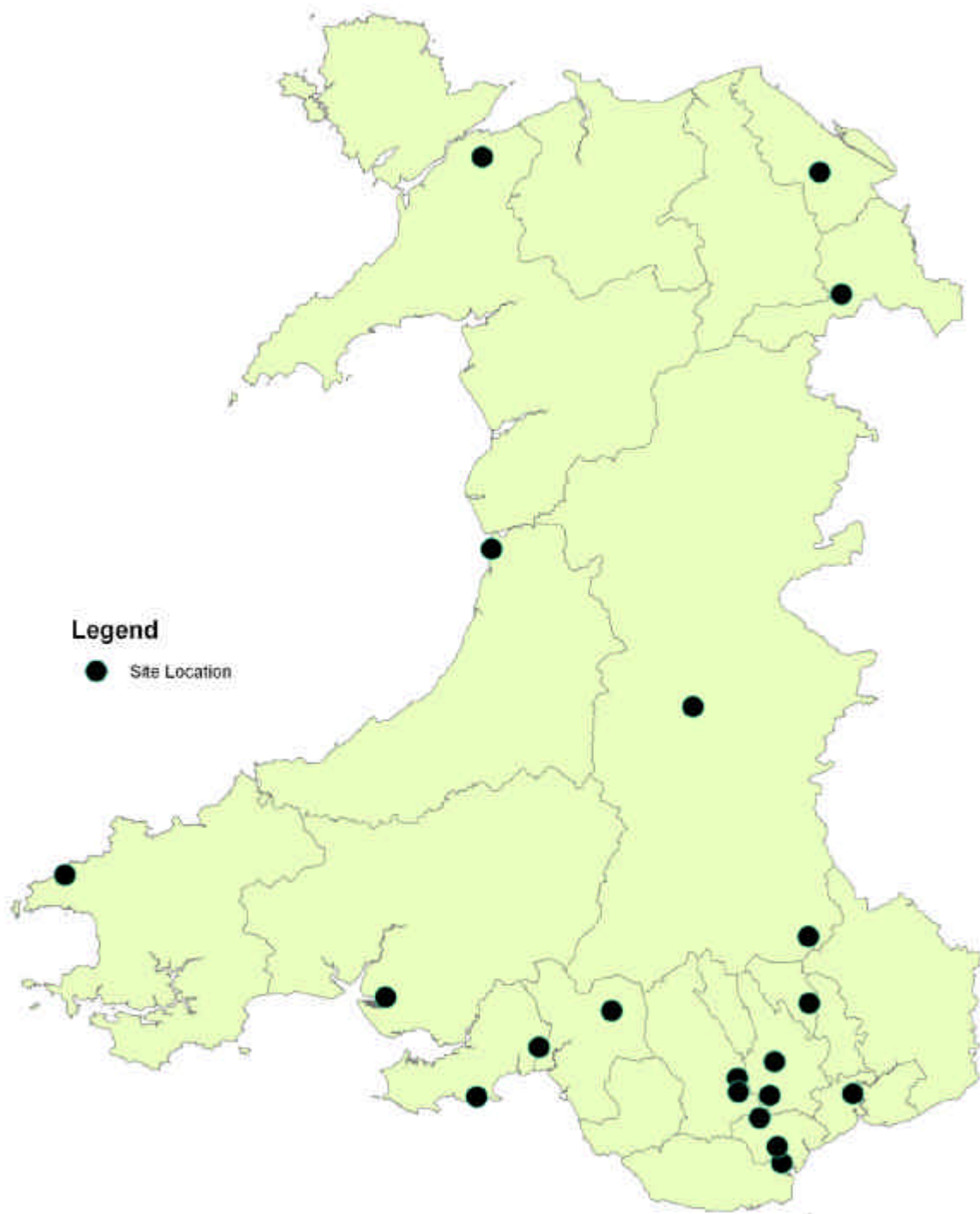
Yours faithfully,

Nerys Owens

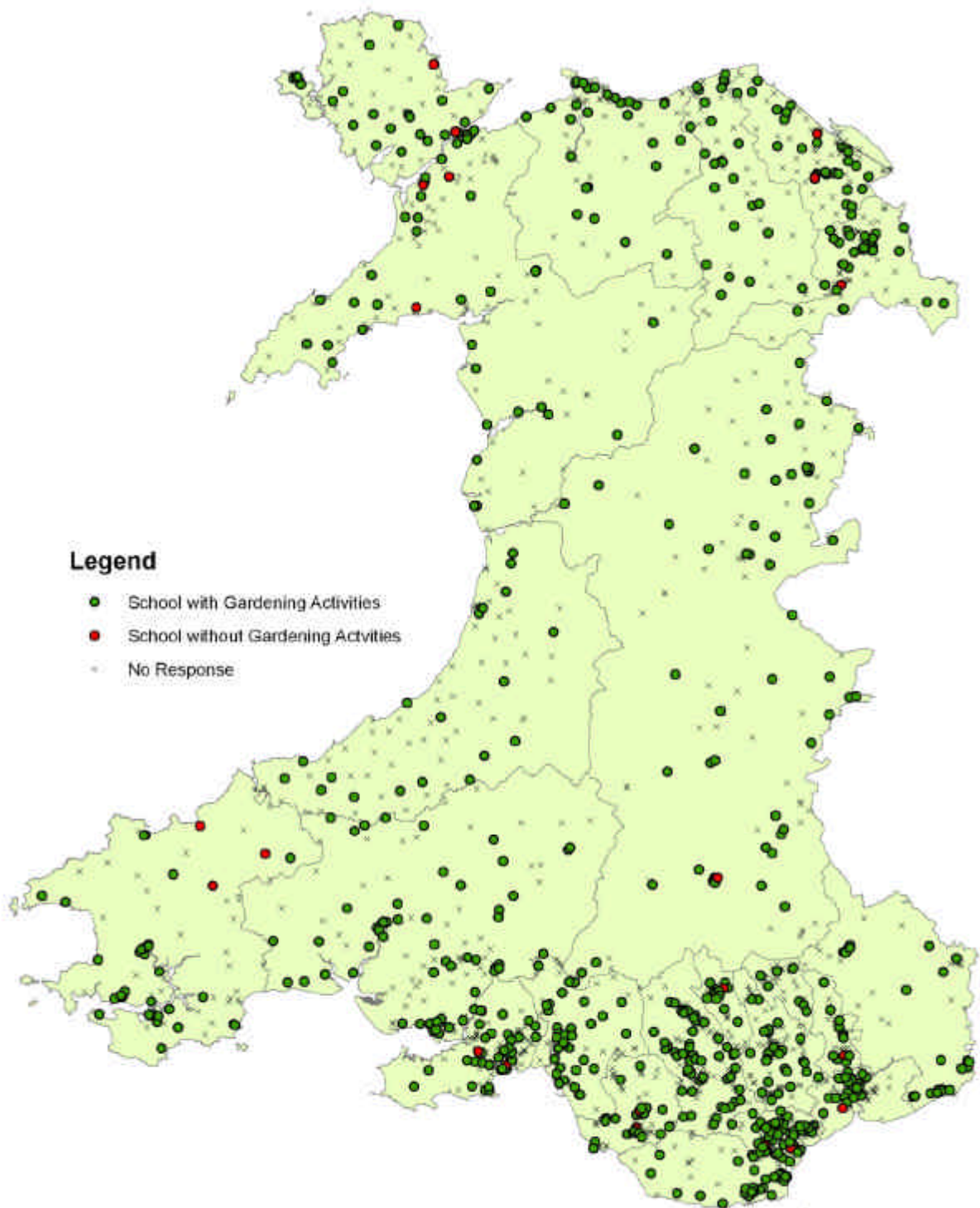
**Appendix 7:** The spatial distribution of Community Grown Food Survey responses by type of project



**Appendix 8:** The spatial distribution of the Community Grown Food case studies



## Appendix 9: The spatial distribution of responses to the School Gardening Survey



**Appendix 10: Responses to the Community Grown Food Survey in relation to the Welsh Index of Multiple Deprivation [WIMD] 2011**

CG	WIMD	Income	Employment	Health	Education	Housing	Environment	Access	Community
<b>10% most deprived</b>	<b>4%</b>	4%	4%	2%	6%	8%	4%	25%	4%
10-20% most deprived	<b>6%</b>	8%	10%	8%	10%	8%	10%	17%	8%
20-30% most deprived	<b>10%</b>	6%	4%	4%	8%	21%	6%	4%	4%
30-40% most deprived	<b>10%</b>	8%	6%	8%	4%	4%	19%	2%	13%
40-50% most deprived	<b>6%</b>	10%	8%	10%	4%	10%	6%	8%	15%
40-50% least deprived	<b>10%</b>	8%	23%	8%	13%	13%	8%	13%	4%
30-40% least deprived	<b>13%</b>	15%	13%	15%	10%	15%	6%	4%	17%
20-30% least deprived	<b>15%</b>	15%	6%	21%	19%	13%	15%	6%	6%
10-20% least deprived	<b>13%</b>	13%	19%	17%	6%	6%	10%	17%	13%
<b>10% least deprived</b>	<b>13%</b>	13%	6%	6%	19%	2%	15%	4%	17%
<b>ALLOTMENTS</b>									
<b>10% most deprived</b>	<b>8%</b>	8%	14%	10%	8%	9%	12%	1%	11%
10-20% most deprived	<b>15%</b>	11%	13%	18%	12%	13%	11%	4%	12%
20-30% most deprived	<b>10%</b>	16%	9%	10%	10%	7%	10%	5%	13%
30-40% most deprived	<b>10%</b>	9%	17%	5%	10%	10%	11%	6%	15%
40-50% most deprived	<b>15%</b>	13%	17%	13%	20%	9%	9%	8%	8%
40-50% least deprived	<b>10%</b>	10%	10%	15%	7%	12%	11%	16%	15%
30-40% least deprived	<b>8%</b>	11%	6%	12%	6%	11%	7%	19%	8%
20-30% least deprived	<b>6%</b>	6%	6%	4%	7%	15%	10%	16%	4%
10-20% least deprived	<b>11%</b>	10%	5%	6%	11%	7%	12%	13%	6%
<b>10% least deprived</b>	<b>8%</b>	5%	3%	5%	8%	8%	6%	11%	6%
<b>CSA</b>									
<b>10% most deprived</b>	<b>0</b>	0	0	0	0	(1)	(1)	0	0
10-20% most deprived	<b>0</b>	0	0	(1)	(1)	(1)	(1)	0	(1)
20-30% most deprived	<b>(1)</b>	(2)	0	(1)	(1)	(1)	(1)	(2)	0
30-40% most deprived	<b>(2)</b>	(1)	(3)	0	(1)	(1)	0	0	(1)
40-50% most deprived	<b>(1)</b>	(1)	(2)	(2)	0	(1)	0	(1)	(2)
40-50% least deprived	<b>(1)</b>	(1)	0	0	0	0	0	(1)	0
30-40% least deprived	<b>0</b>	0	0	0	(1)	(1)	0	0	0
20-30% least deprived	<b>0</b>	0	0	0	(1)	0	(2)	(1)	(1)
10-20% least deprived	<b>0</b>	0	0	(1)	0	0	0	0	0
<b>10% least deprived</b>	<b>0</b>	0	0	0	0	0	0	0	0
<b>Schools</b>									
<b>10% most deprived</b>	<b>7%</b>	8%	9%	8%	7%	8%	9%	18%	7%
10-20% most deprived	<b>8%</b>	8%	8%	9%	6%	13%	10%	10%	9%
20-30% most deprived	<b>9%</b>	9%	8%	8%	10%	12%	7%	10%	9%
30-40% most deprived	<b>9%</b>	10%	10%	9%	9%	12%	10%	7%	10%
40-50% most deprived	<b>10%</b>	9%	14%	9%	11%	10%	12%	7%	9%
40-50% least deprived	<b>14%</b>	11%	12%	12%	11%	10%	10%	10%	10%
30-40% least deprived	<b>12%</b>	13%	15%	12%	13%	9%	11%	8%	12%
20-30% least deprived	<b>14%</b>	13%	7%	11%	13%	9%	11%	10%	10%
10-20% least deprived	<b>10%</b>	12%	13%	12%	11%	7%	12%	9%	12%
<b>10% least deprived</b>	<b>7%</b>	7%	6%	10%	8%	8%	9%	12%	12%