PROCEEDINGS OF THE SECOND COMMUNITY GARDENS RESEARCH SYMPOSIUM

Friday 6 December, 2024
Lincoln University, School of Landscape Architecture

CONTENTS

EXECUTIVE SUMMARY

24 delegates from academia, CRIs, local government, NGOs, and the wider community attended the 2nd Community Gardens Research Symposium at the School of Landscape Architecture (SOLA) at Lincoln University, co-convened by Dr Andreas Wesener (SOLA) and Dr Matt Morris (University of Canterbury). The event was supported by a Lincoln University Faculty of Environment, Society and Design (ESD) Incubate Research Fund 2024.

The purpose was to discuss current academic research and related projects on community gardens in Aotearoa New Zealand, analyse significant challenges community gardens are facing, and discuss research needs of community gardens and opportunities for academic support.

The full-day symposium included three presentations: Dr Andreas Wesener introduced the Horizon Europe "REDESIGN" project, for which he received funding. Starting in 2025, the project is going to foster the transition towards just and resilient urban food communities. It is based on collaboration with two local case study partners, Christchurch City Council and the Canterbury Community Gardens Association. Both were present at the symposium. Amelia Threadgould, a PhD candidate from the University of Canterbury, presented her study on "Social Identity, Community Gardens and the evolution of food-growing identities", and Dr Shannon Davis presented her funded research work on "Kai Whakakitenga-nui o Te Whakatōhea | Whenua Planning for Food Security".

In an afternoon workshop, delegates explored questions around purpose, strengths and weaknesses of community gardens. They discussed these issues in small groups and shared the results of their discussions with the rest of the delegates. The symposium brought together a diversity of stakeholders and partners who share a concern and common vision for urban agriculture and community gardens.

ATTENDEES

Convenors:

Dr Andreas Wesener (Senior Lecturer, Head of School, Landscape Architecture, Lincoln University),
Dr Matt Morris (Sustainability Manager, University of Canterbury)

Attendees:

Jam Kelly	jam.kelly@canterbury.ac.nz	Coordinator, Waiutuutu Community Garden, University of Canterbury
Lin Klenner	nbgardens@xtra.co.nz	Coordinator, New Brighton Community Garden, CCGA committee
Sandi Bobkova	sandibobkova@gmail.com	Head Horticulturist, Climate Action Campus, school teacher for horticulture,

		CCGA committee
Peggy Kelly	kellysykes@xtra.co.nz	CCGA patron
Jiabei Xu	Bei.Xu@lincolnuni.ac.nz	PhD student, Lincoln University
Amelia Threadgould	amelia.threadgould@pg.canterbury.ac.nz	PhD student, University of Canterbury
Harry Baitz	harry@bhu.org.nz	Coordinator, BHU, CCGA committee
Georgina Stanley	georgina@smithst.nz	Manager, Smith Street Community Farm, CCGA Chair
Roslyn Kerr	roslyn.kerr@ccc.govt.nz	Parks, Programmes and Partnerships Manager
Shannon Davis	shannon.davis@lincoln.ac.nz	Senior Lecturer, Lincoln University
Tony Moore	Tony.Moore@ccc.govt.nz	Principal Advisor Climate Resilience, Strategic Policy and Resilience
Julianne Hughey	Julianne.Hughey@ccc.govt.nz	City Initiatives Lead – Smart Christchurch
Yuan Xu	Yuan.Xu@lincolnuni.ac.nz	PhD student, Lincoln University
Hanley Chen	hanley.chen@lincoln.ac.nz	Lecturer, Lincoln University
Marcus Robinson	marcus.robinson@lincoln	PhD student, senior tutor, Lincoln University
Wendy McWilliam	wendy.mcwilliam@lincoln.ac.nz	A/Prof Lincoln University
Catherine O'Neil	nbgardens@xtra.co.nz	Coordinator, New Brighton Community Garden, CCGA committee
Ava Johnson	ava.johnson@pg.canterbury.ac.nz	University of Canterbury
Claire Appleby Phillips	Claire.ApplebyPhillips@ccc.govt.nz	Manager of the Community Planning and Projects Team within the Community Support and Partnership Unit
Hongqian Li	Hongqian.Li@lincolnuni.ac.nz	PhD student, Lincoln University
Sarah Edwards	EdwardsS@landcareresearch.co.nz	Manaaki Whenua Landcare researcher
Philippa Curtis		St Martins School Christchurch, CCGA Secretary

Apologies:

Hayley Guglietta	Richmond Community Garden, Ōtākaro Orchard, FRN

PURPOSE OF THE HUI

Andreas introduced the hui, reiterating the overall purpose of the hui, which was to:

- Learn what current academic research is underway in Aotearoa NZ,
- Learn what current research projects community gardens are part of,
- Discuss significant challenges community gardens are currently facing,
- Discuss research needs of community gardens, and what opportunities there might be for academic support.

PRESENTATIONS

Andreas Wesener: Horizon Europe – REDESIGN Project

Amelia Threadgould: Growing Sustainable Citizens: Social Identity, Community Gardens and the Evolution of Food-Growing Identities

Shannon Davis: Kai Whakakitenga-nui o Te Whakatōhea | Whenua Planning for Food Security

WORKSHOPS

People were arranged in groups and were invited to spend some time in silence answering the following questions, before discussing them in groups and noting key themes. Each group included practitioners, researchers and other organisations (eg Christchurch City Council).

FIRST GROUP OF QUESTIONS: INDIVIDUAL RESPONSES

Please think of a community garden you know.

	Group 1: Georgina Stanley, Shannon Davis, Jiabei Xu, Peggy Kelly.	Group 2: Roslyn Kerr, Yuan Xu, Sandi Bobkova, Sarah Edwards	Group 3: Catherine O'Neil, Tony Moore, Amelia Threadgould, Matt Morris.	Group 4: Marcus Robinson, Lin Klenner, Hanley Chen.
What is the purpose of the community garden?	To provide a food justice space – for the people – by the people.	Providing access to whenua, sites for learning and practice. Larger scale primary	Connecting people and planet through food Growing communities together	Multi-functional purpose.

		production – urban food supply (small!). Promoting organic agriculture. Disrupting unhealthy food systems. Kai, seed and soil sovereignty. Mana whenua involvement. Land use. Food produce. Growing social connectivity in a non-threatening way. They provide safe spaces for a wide range of people. To teach the next generation. Knowledge of organics. What GMO is. Market garden vs commercial farms. How to use and preserve fresh food. Disrupting industrial agriculture. Disrupting capitalist/neo-liberal economies. Empowering – something we can do in the face of climate change, biodiversity loss, etc.	Thriving together Safe social space Sustainable and resilient food Community connection Education Started about feeding struggling students, but has evolved into a space for education (growing, preparation), community building, a model for different grounds management Connecting, diversity Sharing knowledge Care of soils and environment Food-growing Healthy food = caring	
Who is the community behind the garden?	Everyone Iwi Pan-Hapū		Primarily students, especially international students	Facilitator * government, trusts, business.

	Kaumatua Tamariki Geographical and food insecure The people of the East – Linwood, Woolston, Bromley, Philipstown, Wainoni People who are food insecure.		Academic and professional staff Some members of the local community People who are motivated by the environment People: volunteers, staff, trusts, schools, families Funders Organisations Bees, worm farms, soil Human and more than human communities Leaders, gardeners, wider community, funders, schools Soil organisms Plants and animals Land Tools Water	New Brighton, local but also beyond. Each community garden offers different things, so people go around many gardens till they find what suits them. Funders/trust/ corrections, youth in trouble, Ara students, school. Contributors: individuals, schools. Observers/ improver: universities, researchers. Manager: managing the daily operation. community service/corrections. Introverts need info, eg Facebook, web page. Working bees
What activities do people do in the garden?	Play (children) Place for people to come together Social gathering 'talking' Educate whānau Work (eg weeding, planting, clearing) Producing food Manaaki		Watering, weeding, compost making, sowing, planting, potting Bark-chipping paths Cutting lawn edges (uni garden staff) Keeping attendance stats Running/participating in workshops	Regenerating: themselves, energy levels, social pressures, keeping mobile, being part of a group Languages, English, sign. Gardening, seeding. Pressure on writing good applications – more support needed. being part of the seasons.

	Celebrations, Matariki, Christmas carols		Studying, eating, lunch meetings	Cyclical exposure to growing food.
			Sowing seed, planting, mulching, composting, harvesting, preserving, making signs, art.	Introvert buy-in online Diverse mental health Visibility how gardens are run
			Share knowledge	
			Chat to each other	
			Eat and share food together	
			Drink tea	
			Work collaboratively	
			Take time for reflection	
			Debate/discourse	
			Revitalise	
			Revive	
			Act with agency	
			Plant food: weeding, planting, pruning etc	
			Grow	
			Craft/art	
			Connect/ enjoy/ socialise	
			Learn/ teach	
			Eat, cook, prepare food	
			Share	
			Plan	

Do you feel anyone might get excluded from the garden? If so who and why?	Corrections vs children Accessibility – physical Non-iwi?	Unknown adults – police checks Is food grown in these gardens appropriate to diverse ethnicities/culturally appropriate. People who don't know anything about CGs [community gardens] & who have language barriers. Low socio-economic groups – time poor? Working multiple jobs? Transport to garden? Shame/whakamā	Disabled Homeless Low socially connected – disenfranchised Visitors, travellers Inaccessible/ distant to garden Time poor Accessibility – wheel chair disabilities, transport Social identity Knowledge of what a community garden is We don't have great accessibility – no wheel chair access.	Extremely hard to include everyone. Staff safety and training are key to be able to deal with some mental challenges. Consistently working on accessibility/funding. Philipstown has put in an accessibility garden (wheel chair height and hard surface) infrastructure/ facilities/ barriers (physical) Working bees walk in.
How do your personal values/ideals align with your garden's (publicly stated) vision/mission? (for example, do they go further than your own personal values, or do they fall short?)			Go much further: innovate and mobilise to deliver more and different solutions I think the idea of resistance/ creating alternative base of power is not captured in our community garden statement or vision, but comes out through discussion Resource poor, idea rich bountiful places and people doing what they can with	I worked on the values so I feel they represent our community and our values. Collaboration is key.

			what they have (assets) – natural, physical, financial	
			Confidence growing your own food – knowledge	
			Access to healthy organic food	
			Care of the land connecting with community	
			Yes, further than personal values. More resources, people management	
			Inclusivity, educational, improved physical and mental wellbeing	
			Connection to land and organisms	
			Environmentally friendly	
			Safe	

FIRST GROUP OF QUESTIONS: GROUP RESPONSES

	Group 1: Georgina Stanley, Shannon Davis, Jiabei Xu, Peggy Kelly.	Group 2: Roslyn Kerr, Yuan Xu, Sandi Bobkova, Sarah Edwards	Group 3: Catherine O'Neil, Tony Moore, Amelia Threadgould, Matt Morris.	Group 4: Marcus Robinson, Lin Klenner, Hanley Chen.
What is the purpose of the community garden?	To provide food justice space		A safe social space Connecting with people and nature	Multi-functional purpose.

			Caring Accepting of diversity/inclusivity Sustainable, resilient local food production Regenerating land Food security, especially for vulnerable communities	
Who is the community behind the garden?	The people of the 'east' – Linwood, Woolston, Bromley, Philipstown, Wainoni		Neighbours Artists Visitors Gardeners Funders Educators Service agencies/partners Hungry people (hungry for food and connection) Leaders Trustees Types of people People experiencing trauma – looking to the garden as a sanctuary Nature Assets Tools Land	Governance Staff Participants

			Water	
			Buildings	
			Food preparation equipment etc.	
			The gardens are all place-based, so the communities are diverse. There is the community of place, and the community of interest.	
What activities do people do in the garden?	Weeding, planting, clearing.		Husbandry, growing, gardening, composting Socialising, connecting Reviving, refreshing, grounding, switching off Learning, teaching, sharing Community scheming and planning Act with collective agency to have an impact Preparation and enjoyment of food and tea together Anti-social or disappointing behaviours Data gathering	Food-related Social Natural systems Education
Do you feel anyone might get excluded from the garden? If so who and why?			Barriers can include: - Language - Proximity - Disability - Knowledge	

			- Being time-poor - Being nervous or lacking confidence	

	Group 1: Georgina Stanley, Shannon Davis, Jiabei Xu, Peggy Kelly.	Group 2: Roslyn Kerr, Yuan Xu, Sandi Bobkova, Sarah Edwards	Group 3: Catherine O'Neil, Tony Moore, Amelia Threadgould, Matt Morris.	Group 4: Marcus Robinson, Lin Klenner, Hanley Chen.
What works really well in the community garden,	They are a good place to connect with nature Communal observation of the small things/details. Diversity of ways to participating.	Something for everyone to contribute to. Building social resilience, adaptive capacity. Multiple motivations all welcome. Provide just the right amount of guidance – allowing both autonomy and direction. Inclusive once you're inside. Playground for kids. Nice people around (warm-hearted) Offering an avenue for direct actions that speaks to a huge range of societal issues incl. climate % social justice (showing link between social and climate justice). Material/physical connection (Vs. digfital, anonymous). Linking knowledgeable people. Passion. Freedom to experiment	Great coordinator engaged group of volunteers beautiful location In theory a much larger community we could work with (halls of residence, academic expertise) Workshops and social events. Providing a safe inclusive space for all people that nurture environmentally and socially friendly activities through connection (with both human and more than humans) and Education. People – numbers, commitment Place Interest in local food and community resilience. regenerating Awareness of importance of community. Strong community support. Great soil & climate	

		Not ($) profit driven.	History/culture/norms eg mahinga kai Joined up – CCGA. Collaborative. Political support (Council)	
- *and what doesn't?*	Accepting of challenges – not letting them get you down. Community gardens don't have facilities or good tools. Lack of facilities.	Dependent on skilled individuals to run them. Lack of <u>stable</u> multi year funding makes long term food security very hard to establish. Value not clear if you're outside. Difficult to know how to get in or who is welcome or how it works before you're involved. Lack of funding. Lack of understanding via MoEd [Ministry of Education]	Reach of the gardens – awareness of gardens. Short term nature of <u>some</u> gardens. People – management, time Planning time Resources – water Time to connect to other gardens. Limited resources (funds) Time poor society Consumerism culture and disposable & microwave meals. Water resources/ climate changing = drought Nationally organised/ fragmented. Promotions – many people don't know about it. Lack of awareness about all the benefits and why they are important from (some) decision-makers.	Funding/ resources tech Social challenges and expertise Lack of transparency. The amount of people and needs outweighs a healthy staff to people ratio daily with constant pressure to do more.

Is there anything in the garden (e.g. a particular programme or way of doing things) that you feel especially proud of? What is it?		Radicalising our students Achieving that spark in the kids "I love/can do this!" People Not overly structured	Gathering good data for reporting! Amazing gatherings of people in the garden – people forming friendships and connections & developing new initiatives through it.	I love how the community is involved in visionary projects – eg development of a foraging garden – from conception to completion. Food Literacy: at the opposite end of the spectrum to the food insecure, is the 'my food bag' generation who only know of carrots chopped up in a plastic bag. Orchards in Schools (think this is Horticultural Society) has done research to suggest [...] is as important in high decile schools as low, but for different reasons. I am daily impressed by our Garden manager who manages so many different roles and does this with a [...] Big picture visibility, eg the graphic map of the garden vision.
If money was not an obstacle, is there anything additional you would like your garden to offer? If so, what is it and how would it strengthen the garden?	Removal of the fences. More staff and facilities and organisational support to enable that – enable opening up of gardens to the wider public. More holiday programmes for children Water conservation Provide fun holiday	Lack of funding leads to lack of <u>time</u> for coordinators or gardeners, means <u>no</u> evaluation. Little storytelling, eg food security. Whānau Māori participation. Better looking with design sense.	More funding – more paid coordinators More collaboration with schools More visibility through visiting communities and sharing knowledge	Sufficient staff – gardener, social agency, facilitator. Support with IT not being 100 years old and training time to use tech, social media. I feel we need to allow students to learn from examples of how so the skills

	programmes for local children.		Wider collaboration between gardens (more than one garden).

Creating community hubs beyond food.

Edible garden in every school (food literacy)

Self-funding via social enterprise eg DC Central Kitchen.

A new building, propagation area to grow on plants for more planting throughout the university campus.

Endless [opportunities] 😊

Education – children and families
Outreaching outside of gardens. | are not forgotten. This is also a [treat?].

Infrastructure: toilets, green houses, equipment. |

Group Three summarised its ideas as:

<u>Strengths:</u>

People

Place (soil, climate, water, beauty)

Coordinated and collaborative (including beyond garden – eg other services)

Friendships

Reporting/ storytelling

Local food

History/ cultural norms/ mahinga kai

Political support (local govt)

<u>Weaknesses and risks</u>

Lack of food literacy in education system

Time – for coordinators and volunteers

Awareness of gardens and participation

Fluctuation political support

Consumerist/ disposable culture

<u>Opportunities</u>

Resources: time and funds to collaborate and connect more.

Community hubs beyond food.

Edible garden in every school

Social enterprise and sustainable procurement, eg CCC.

Growing in homes and other spaces supported.

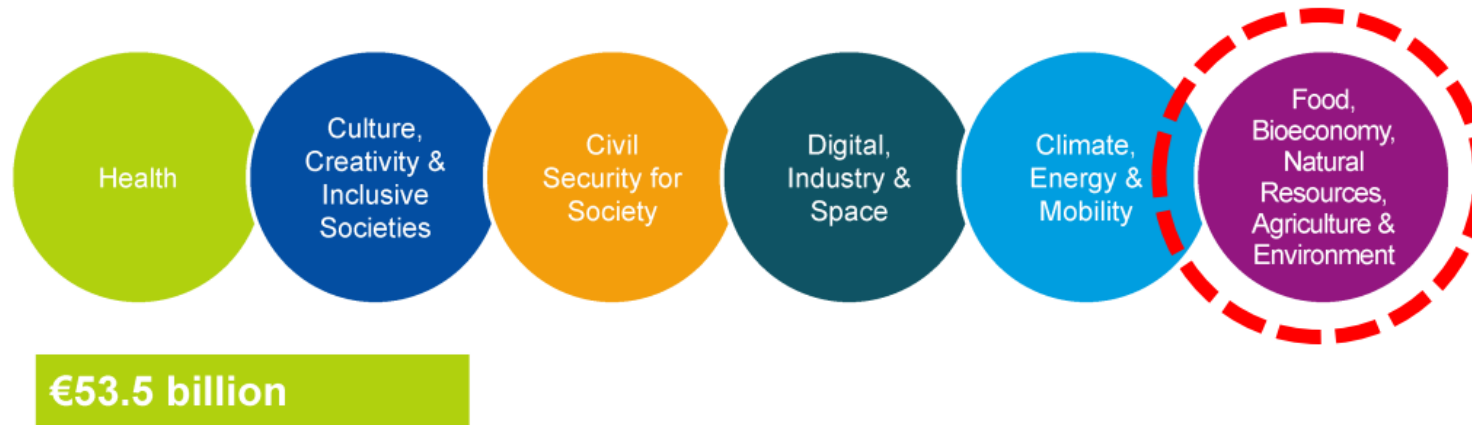| Time	Activity	Place
9.30	**Welcome & morning tea**	Foyer (ground floor, Landscape Architecture Building, LU)
9.40	Welcome note – purpose & programme (AW & MM)	D6
9.50	Delegates introducing themselves and their interests (focus on research); Q&A	
11.00	First presentation: *'Horizon Europe – REDESIGN project'* (Andreas Wesener, LU); Q&A	
11.20	Second presentation: *'Growing Sustainable Citizens: Social Identity, Community Gardens and the evolution of food-growing identities'* (Amelia Threadgould, UC); Q&A	
11.40	Third presentation: *'Kai security with Te Whakatōhea'* (Shannon Davis, LU); Q&A	
12.00	**Lunch**	Foyer
12.45	Workshop / group work	300-studio (upstairs)
14.00	**Afternoon tea**	
14.10	Groups presenting key outcomes of discussion (ca. 20min each group); Q&A	
15.30	End of symposium	

Horizon Europe and Aotearoa

- Horizon Europe is the biggest EU research and innovation programme with **more than €90 billion (ca. NZ$160 billion) of funding** available over 7 years (2021 to 2027)

- The EU is the most significant regional science and innovation partner of New Zealand: more than half of New Zealand's researchers have an active collaboration with a European partner

- In 2023, New Zealand became associated to **Pillar 2 of Horizon Europe**. NZ researchers can participate in project consortia under similar conditions as EU member states

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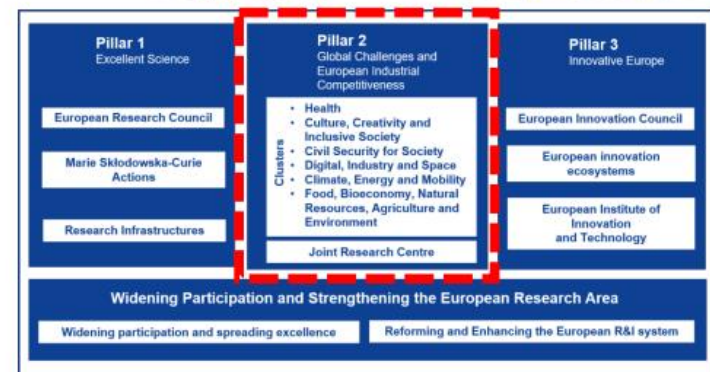
Pillar II - Clusters

# GLOBAL CHALLENGES & EUROPEAN INDUSTRIAL COMPETITIVENESS:

boosting **key technologies** and solutions underpinning **EU policies & Sustainable Development Goals** (6 clusters and JRC – non-nuclear direct actions)

Health

Culture, Creativity & Inclusive Societies

Civil Security for Society

Digital, Industry & Space

Climate, Energy & Mobility

Food, Bioeconomy, Natural Resources, Agriculture & Environment

€53.5 billion

European Commission

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"REDESIGN" Consortium

The REDESIGN Consortium includes 12 members from 9 Countries (7 EU / 2 non-EU)

1. Universita di Bologna, Italy (coordinator)
2. Varoskutatas Metropolitan Research Institute, Budapest, Hungary (SME)
3. ILS Research, Dortmund, Germany
4. Universitat de Girona, Spain
5. Lincoln University, New Zealand
6. University of Kent, Canterbury, UK
7. IVL Svenska Miljoeinstitutet, Stockholm, Sweden
8. NTUA Ethnicon Metsovion Polytechnion, Athens, Greece
9. Ernährungsrat Dortmund und Region e.V., Dortmund, Germany (NGO)
10. Mad Leap CIC, London, UK (SME – non-profit)
11. Associacio Milfulles, Salt, Spain (NGO)
12. Old Continent SPRL, Brussels, Belgium (SME)

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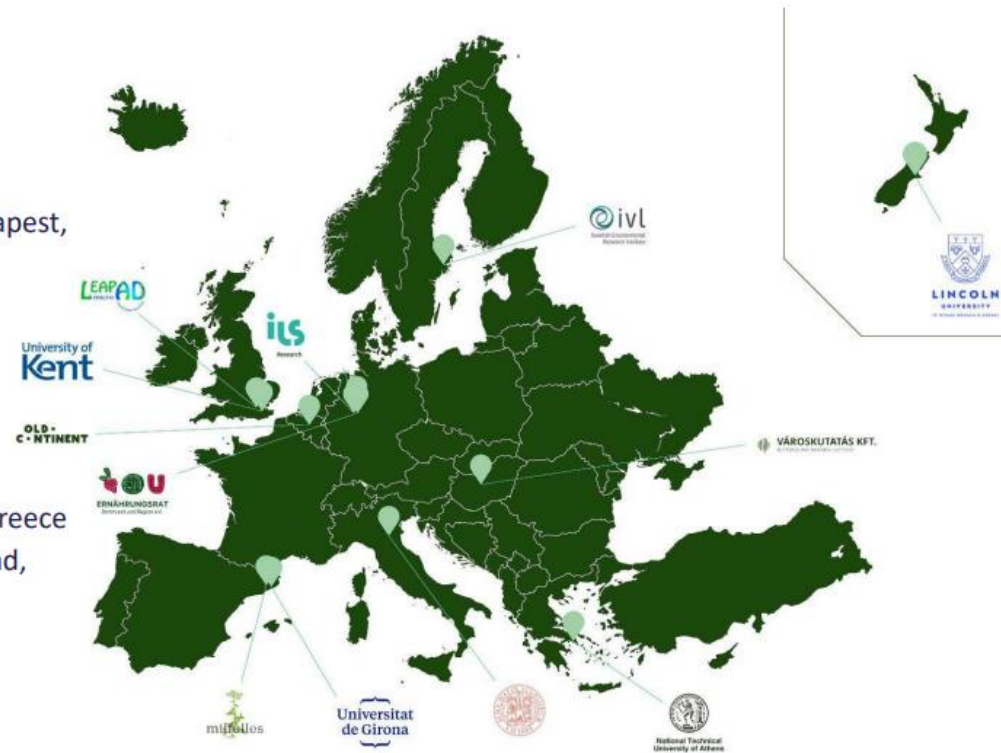
Key Challenges

Food consumption in urban areas depends often **on long and distant supply chains. Poor integration of the urban food system with the built environment** is a cause of food insecurity.

Four interconnected key challenges:

1. **impact on climate and local resilience** related to the organization of the global food production and trade

2. **inherent social challenges** related to food insecurity and environmental justice

3. **lack of systematic replicable approach for policy and planning cooperation across different sectors** across different geographical, social, or cultural contexts

4. **lack of a systemic approach** addressing the whole food chain as a holistic system

Photo credit: Jack Sparrow / pexels.com

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Overall Aim & Strategies

Overall aim

- foster the transition towards **just and resilient urban food communities**

Strategies

- **Connect urban food production** and distribution with the **built environment** and local social needs

- Create a **network for knowledge transfer** and develop a **systemic approach** for the transformation of urban food systems

This will be achieved through **learning from existing initiatives** and consequently **design and implement new solutions.**

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Four Main Objectives

1. **improve local urban climate resilience** by strengthening the productive green infrastructure

2. **make the local food system inclusive and accessible** through participatory approaches that include vulnerable communities

3. **systematize the transformation** by developing and trial an innovative methodology for learning and transferring knowledge

4. **span the transformation across the whole food system** and across various cases

Photo credit: Local Food Initiative (Creative Commons License CC BY 2.0)

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Methodology

- **Transformative Loop methodology**
  Circular approach to learning through inspirational cases (analysis/assessment) and living labs (application)

- **Food Value Framework (FVF)**
  method of analysis/assessment and a new way of thinking about food policies

- **RED-N / inspirational cases**
  Informs / supports knowledge exchange and community networks

- **Living Labs**
  Three cases will be implemented and evaluated as Living Labs where local stakeholders use knowledge accumulated by the inspirational cases
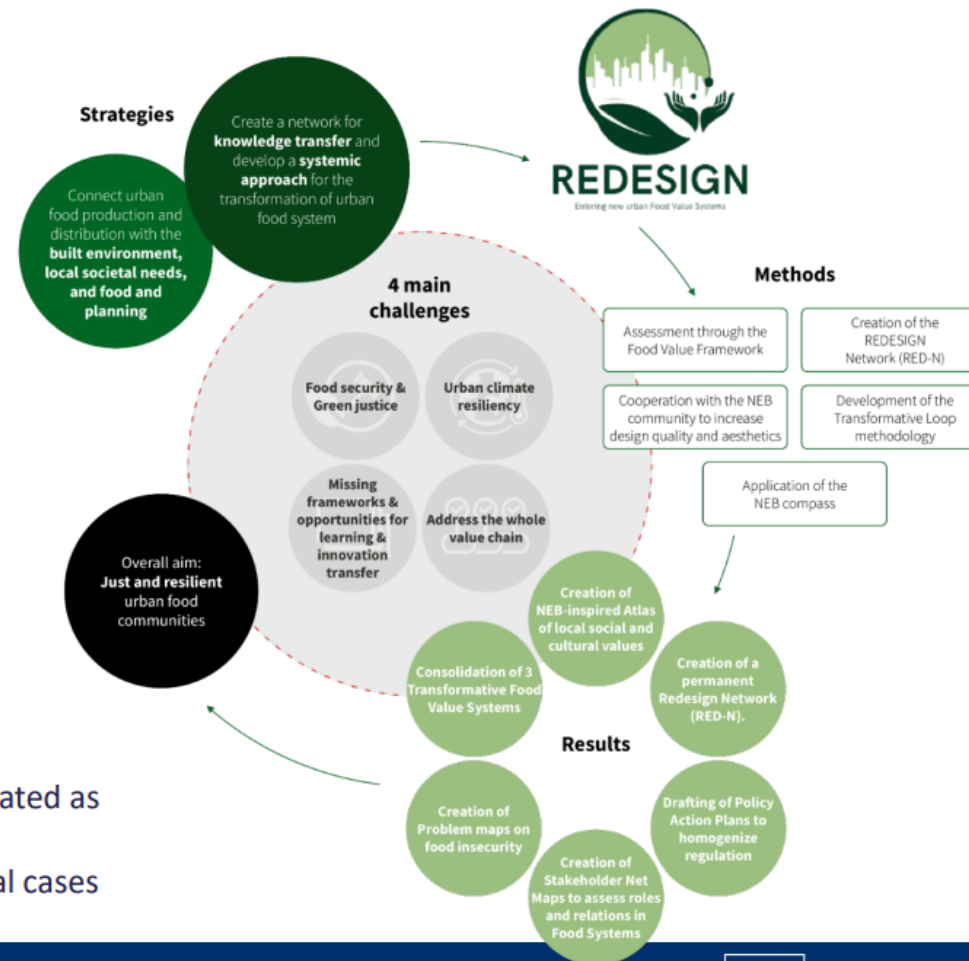
"REDESIGN" Network (RED-N)

- **International network of local partners** to create cooperation, disseminate knowledge, and transfer innovation through **"inspirational case studies"**

- Inspirational cases reflect **good or best practice**

- They combine research and policy development, and encourage **network building**

- They facilitate **knowledge exchange** and provide a structured **input for the Living Labs**

Canterbury Community Gardens Association (CCGA)	This case study explores spatial and social connectivity of urban community gardens in low-income urban neighborhoods in Christchurch. Aims to create stronger citizen connection to food, include urban food production as part of urban design, and connect food to local cultural values.
Christchurch City Council (CCC) Food Resilience Network (FRN)	Aims at identifying key lessons applicable to other communities aiming to co-create a more regenerative urban food system engaging a diversity of local people including low income and homeless groups, youth, local food artisans, artists and businesses. The case study will observe and analyse the benefits of having a local circular food system in a central city urban food hub, e.g. how it effectively educates, supports and engages a diversity of people.

Project ambitions

- Transforming food environments into **Transformative Food Value Systems (TFVS)**, inspired by **case studies and tested in three living labs**

- Work towards **involvement of local communities, and especially vulnerable groups,** in the food system

- Focus on a **human-centered, bottom-up approach** where **social and cultural values** are at the heart of food production, consumption, exchange, and recovery

- Experiment with the **integration of green infrastructure, the built environment, and the food system** through **integrated regeneration interventions** at the local level

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Growing Sustainable Citizens: Social Identity, Community Gardens and the evolution of food-growing identities

Amelia Threadgould, Sara Tolbert, Diane Mollenkopf, Billy O'Steen
The University of Canterbury

Disclaimer

Data are from one garden only, results from this study may not represent all community gardens

- Identification
  - Internalised
  - Emotional attachment
- Ideology
  - Group norms & values
  - Informal rules & guidelines
- Interaction
  - Level of participation
  - How identities are lived
- Influence
  - Extent of influence over behaviour
  - Sense of shared identity
- Ideology
  - Self-perception
  - Navigating multiple identities

The Five I's of Social Identity

Haslam (2017)

Community Gardens & Education

- Education within the community
- School gardens
- Collaboration between school & garden & university

Community Gardening & Social Identity

"Can community gardening/food growing really be considered a social identity?"

- What role (if any) does social identity play in community garden participation?
- How (if at all) does social identity evolve through participation?
- How can this knowledge be used to support gardening/food -growing in education?
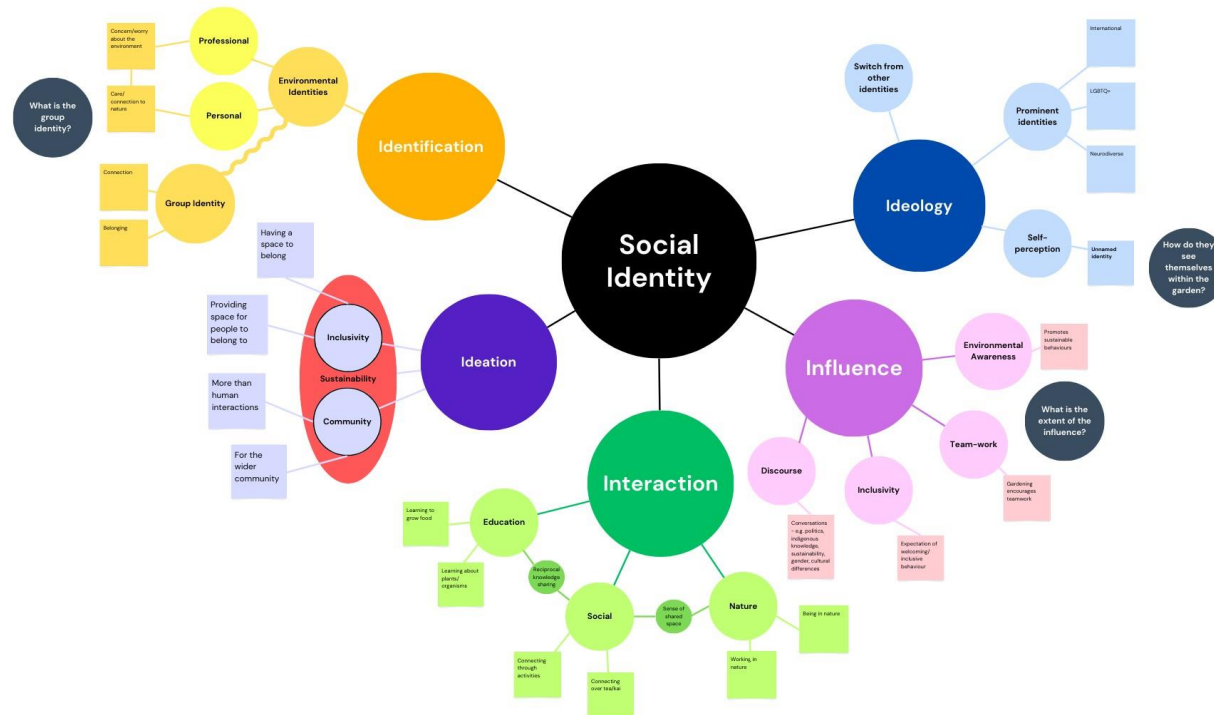
Study

- 3 gardens
- Short-term ethnographic approach
- Observations
- Journal entries
- Artwork & Interview (Leaders)
- Interviews (Volunteers)

Preliminary Data

- Data collection ongoing
- Results from one university garden
- 1 x Leader interview
- 3 x Volunteer Interviews
- 8 x Working Bee's

Community gardening and social identity

"I now do it [grow food] without thinking, it is just a part of me, it is the way I live my life"

"I love the magic of growing food"

I think, the shared purpose of just trying to maintain this space and like grow food, was really helpful in creating that sense of community.
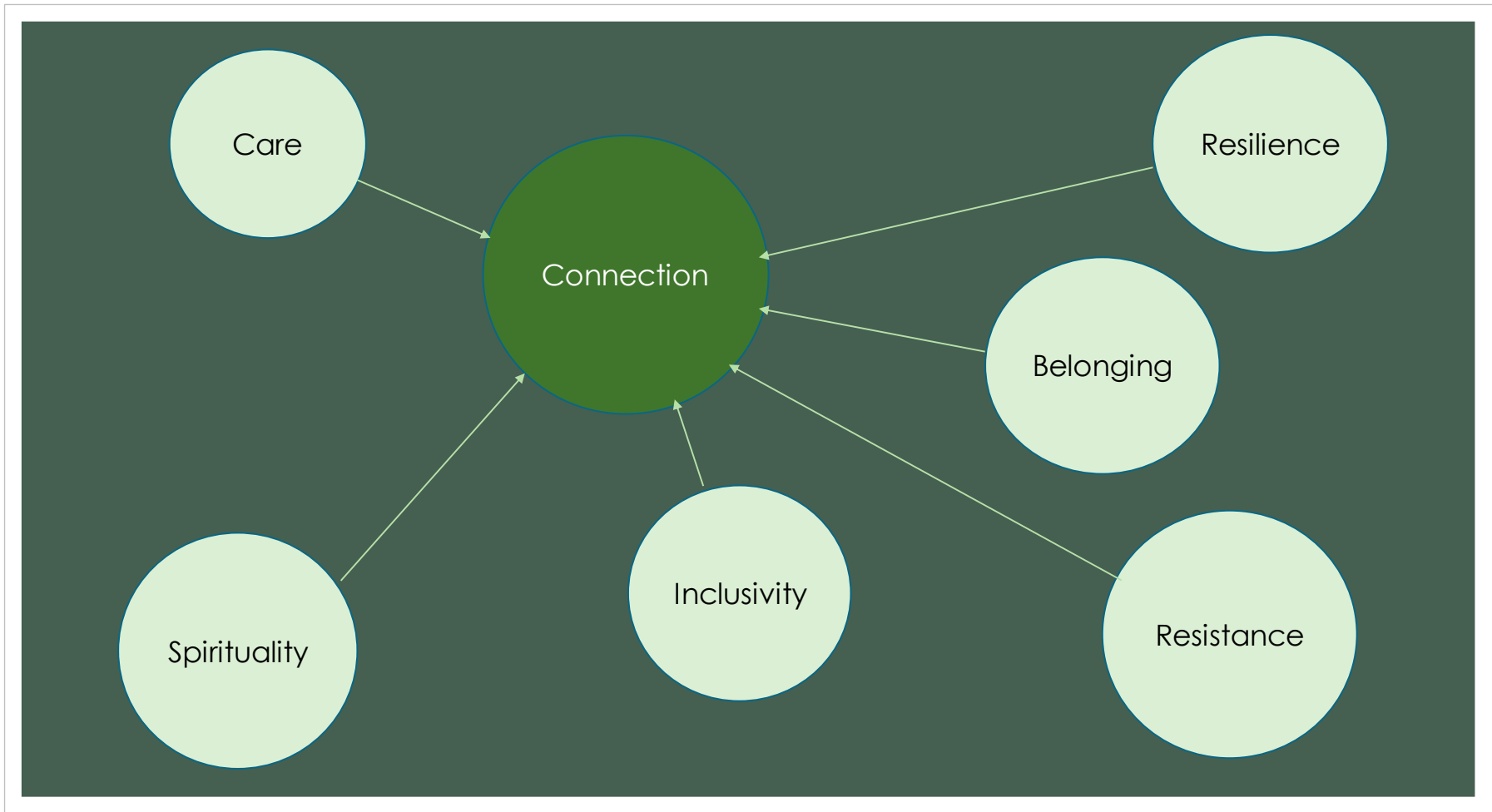
"It's just a really good way to be in community with people, and like reconnect with myself"

"Being around like-minded people feels really great"

I think that connection with the land and the environment is super important

"I found my people"

Reflections & Future consideration

- Identity does play a role in community garden participation

- Food, while important, is not the focus

- Community gardens are spaces of connection, care and inclusivity

- Have the potential to provide agency to act in a changing world

- Integrated curriculum gardening resources for teachers

- Collaboration with schools
  - Intergenerational knowledge sharing

Refences

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