



Involving people and growing community

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Inviting involvement

Let people know about the garden

Use a range of ways to let people know that the garden exists and about events that are happening there.*

Bring people into the garden

Getting people into the garden to experience it directly is the most important step in encouraging people to become involved.

Some ways of encouraging people to visit the garden include:

- Plant sales, nursery
- Workshops and courses
- Directly inviting people – local residents, businesses, community groups, schools...
- Non-gardening activities, such as art projects and open days
- Festivals and community events
- Allowing spaces in the garden to be used for other activities – play groups, yoga classes, quilters' circles...

Make people welcome

Make it easy for visitors to make sense of the garden – use signs, leaflets, explanatory displays. Make sure the garden landscaping appears welcoming, neat and interesting from the street front. Encourage diversity and design for inclusivity.

Think about ways to address preconceptions about not fitting in (such as perceptions that gardeners are all of a particular age or subculture)

Create a culture of welcoming people – say hello and have a chat with everyone who comes in. A kettle and teacups are some of the most essential community gardening equipment!

Encourage people to become and remain involved

Provide information about how people can get involved with the garden – for example renting a garden plot, joining a particular volunteer project, coming to monthly working bees. This could take the form of signage and leaflets.

Taking on an individual plot is often a first step towards getting more involved. Many gardens request or require plot holders to contribute to the management or upkeep of the wider garden.

Have ongoing activities at the garden so people keep coming back.

Have regular opening/ working days so people know the best times to come.

Encourage a sense of community ownership – invite and welcome the input of new gardeners and visitors. Allow people to share their skills, thinking and creativity.

Volunteers

Volunteers are the lifeblood of all community gardens – take good care of them!

Getting ready for volunteers

Before you invite people to volunteer, make sure you have:

- A clear outline of what you need from volunteers – this may take the form of job descriptions. * This is particularly important when asking for specific voluntary assistance from professional garden supporters
- A process for 'inducting' new volunteers *
- A volunteer co-ordinator – someone who can show new volunteers what to do, and provide ongoing mentoring or supervision
- A safe work environment and space for volunteers to make cuppas, rest between tasks, shade, water, etc
- Relevant insurance
- A volunteer application form *
- A filing system for volunteers' info.

Engaging volunteers

Provide positions that allow people to use and build on their skills and to take on leadership roles.

Use your networks and ask people directly, particularly when seeking specialist support (such as graphic design work or book keeping).

* See the promotion section, page 44 for ideas

* There is a sample volunteer job description on page 98, which can also be downloaded from <http://www.canh.asn.au/projects/community-gardens.aspx> and adapted to meet your needs

* see page 76 for information on inducting volunteers

* there is a sample volunteer application form on page 99 which can also be downloaded from <http://www.canh.asn.au/projects/community-gardens.aspx>

Be strategic about attracting people to your board or management committee who have skills and networks your garden needs.

Use agencies such as Volunteering SA and Volunteering Australia.

Register as a volunteer project with Job Network Members and employment agencies. Mature age unemployed people may be able to volunteer instead of seeking employment.

Businesses are increasingly implementing 'corporate social responsibility' programs, which facilitate employees volunteering or working for community organisations on company time. Major corporations have details on their websites. United Way, a non-profit organisation, can help connect community organisations and corporate supporters.

Universities have internship programs in which students gain work experience through placements with community organisations and businesses. Contact the career or employment services department at your local universities for details.

Working in collaboration with local health, welfare and disability services can create opportunities for people who are socially isolated due to illness or life circumstances to be supported to participate in a community garden.

Consider work-exchange programs such as Willing Workers on Organic Farms (WWOOF) and Willing Workers in Appropriate Technology. This may involve paying a membership fee, and providing volunteers or interns with food and a place to stay in exchange for work. A cluster of community gardens could share a WWOOFer.

Contacts

Volunteering Australia www.volunteeringaustralia.org

Volunteering SA www.volunteeringsa.org.au ph (08) 8221 7177 or 1300 135545

Go Volunteer www.govolunteer.com.au

Willing Workers on Organic Farms www.woof.org.au
ph 03 5155 0218

Willing Workers in Alternative Technology
<http://greenbuilder.com/mailman/listinfo/wwat>

United Way Australia www.unitedway.com.au

Good Company www.goodcompany.com.au connects professionals with community organisations requiring pro bono assistance (for gardens in Sydney and Melbourne with Deductible Gift Recipient status)

Pro Bono Australia <http://www.volunteermatch.com.au> connects skilled professionals with not-for-profit organisations

Office for Volunteers, Government of South Australia
www.ofv.sa.gov.au provide fact sheets and certificates

WorkReady Internship Program at Flinders University, ph (08) 8210 2832 or workready@flinders.edu.au

Retaining volunteers

Find ways to acknowledge and support volunteers. Ask people what they want from volunteering – for example on volunteer sign up sheets. Do what you can to help people achieve their aims, and be realistic about what the garden can support.

Allow people to contribute their skills, experience, and knowledge – and not just gardening skills! Take the time to find out what people have to offer – someone might not tell you that they're a fabulous mediator or web designer if they think you're looking for someone to pull weeds.

Build volunteers' skills – allow them to do a range of work, provide training to enhance people's gardening and other skills.

Provide good facilities – cuppas, resting places.

Acknowledge the contribution of volunteers to the garden – think creatively about ways to do this...

- Say thank you
- Arrange special social occasions for volunteers
- Give volunteers a t-shirt or hat with the garden's logo
- Give honorary garden membership to volunteers, perhaps life membership to people who have made major voluntary contributions
- Certificates
- Provide references for people seeking employment
- Write articles in newsletters about what people are working on – be sure to include everyone.

Employment and other programs

Some gardens host people on 'Work for the Dole' and other government employment programs or community corrections programs. These programs have made significant contributions to many gardens, bringing in new skills and energy. They require someone at the garden to be able to process the paperwork and administration involved, and a person with the necessary skills to supervise program workers.

Before taking on one of these programs, design a particular project for participants to work on – something they can carry through to completion, and which won't make garden volunteers feel displaced.

If you are hosting people on employment or community service programs, give them the same consideration you would volunteers – provide training and mentoring in their areas of interest, involve them in the running of the garden, and find ways to acknowledge their work.

For more information about these options go to www.centrelink.gov.au or phone 132850.

Skills mapping

Because community gardens can work on so many levels, they can give people the opportunity to put into practice a huge range of skills, not just the more obvious things like making compost or harvesting vegies. Yet sometimes vital skills and resources remain unknown, perhaps because people don't think they're relevant or because they don't recognise and promote their own skills.

What can we map?

People's resources include networks and access to materials, as well as practical skills and competencies, experience, formal and informal training and education, knowledge, and personal qualities.

Valuable assets which should also be part of a skills audit include people's enthusiasm, passions, interests, values, willingness to learn and their 'insider knowledges' of living with a disability, coming from a non-English speaking background, being a parent, being a child, and so on.

When embarking on an audit of the skills and resources of people at your garden, think broadly about what your garden needs, and how it can provide the opportunity for someone to contribute. Here are a few starting points:

- Networks – membership of other community organisations, schools, faith communities, government bodies, businesses, media...
- Gardening – pruning, grafting, compost, propagation, plant identification...
- Technical skills – use of particular equipment, familiarity with systems at your garden...
- Access to equipment – a home computer, photo-copier, fax machine, chainsaw...
- Administration – designing systems, computer skills (specific programs or tasks?), answering telephones, financial management, book keeping...
- Interpersonal and communication skills – welcoming people, dealing with conflict, relating to people of non-English speaking backgrounds or with disabilities...
- Leadership and learning – facilitating meetings, presenting training sessions, supervising volunteers, prioritising tasks...
- Fundraising – organising events, writing grant applications...
- Promotion – marketing, writing media releases, public speaking, giving interviews, making flyers, webdesign...
- Knowledge – of local community and history, of gardening, community development, law...
- Licences – car, chainsaw, bus...
- Research and writing skills – finding available support, producing publications...

People sometimes need some good questions and a little encouragement to identify and share what their skills and resources are.

Ongoing record keeping

Include questions about skills, experience and interest on registration forms for new volunteers, and develop a filing or data base system that enables you to access and utilise this information. ✱

Keep records of training sessions that people undertake at the garden and elsewhere.

Skills workshop

Getting people together to think about what skills, resources, networks, and enthusiasms they could contribute to your community garden can bring forth many new ideas, help people to identify what they have to offer; and give everyone a sense of the richness of your community.

If you are starting a new community garden, you might decide to spend some of your meetings mapping the skills of your working group.

✱ see page 99 for a sample volunteer registration form

Questions you might ask:

- What do you do at the garden (or in the process of starting one)?
- What skills and knowledge do/ could you bring to the garden?
- What are you interested in learning more about or getting more experience in?
- What areas of the garden are you particularly interested in?
- What role would you most like to be playing at the garden in five year's time?
- What would help you to move towards doing this?

Questionnaire

One way of composing a skills questionnaire is to list the skills you're seeking down the left hand side of a page, and allow people to tick along a scale from 'do often & confidently' to 'never tried' or similar. You might also want to include 'confident to teach/supervise'. Allow space for people to add extra skills.

	can teach/ supervise	confident/ have done often	have tried	never done	interested in learning
watering nursery					
propagating cuttings					
planting seeds					

Community building

Ideas for growing community at your garden

Socialise together

Organise regular social activities so gardeners get to know and better understand each other.

Take breaks together. Morning tea time is a ritual at many community gardens, a chance for everyone to take a break from what they're working on and meet other gardeners, swap recipes, discuss upcoming events, identify weeds, and just chat.

Eat together. Regularly share the produce of your garden in co-operatively prepared meals.

Hold monthly or bimonthly working bee days, so people who don't usually visit the garden at the same time have a chance to meet. Have a shared lunch or cook up a feast from the garden.

Celebrate

Celebration is core business for any community garden.

Celebrations are essential to give recognition to your achievements large and small – a new fruit tree planted, a successful grant application, a good day's work, an anniversary.

Hold harvest feasts, morning tea parties, street parties, barbeques, impromptu rainwater toasts, and solstice bonfires. Celebrate cultural festivals and birthdays. Incorporate music and food. Invite the neighbours, invite the Mayor; include everyone.

Use celebrations to tell stories about the garden and its gardeners.

Celebrations can be part of your practices of acknowledgment of volunteers' and workers' contributions.

Celebrations are excellent ways to publicise your success and make it contagious – with members of the garden, the local community, in the media.

Value and share skills and knowledge

Be on the look out for opportunities to facilitate and encourage knowledge sharing and mentoring.

Recognise the benefits of sharing gardening knowledge, produce and recipes.

Accept and learn from different gardening goals and styles. Start developing a garden manual that outlines acceptable and considerate gardening practices, ensuring you include acknowledgment of different cultural approaches to gardening and different visions of the garden.

Embrace diversity

There is great potential for community gardens to be heterogenous, culturally diverse places.

Recognise the benefits of drawing skills, experiences and knowledges from a wide range of people in the community.

Design and redesign the garden so that as many people as possible feel welcome and can access the garden *.

Find creative ways to communicate

Issue continual invitations to people to get involved, and provide lots of opportunities for new and old gardeners to be welcomed.

Come up with creative ways of letting gardeners and the wider community know what's going on at the garden, and inviting their participation. Some community gardens have letterboxes at each plot. Some send out regular email updates. Notice boards on site are important for sharing information.

A garden diary can be useful: fill it in when you visit, note what you did, record a quick site check (fences, tools out, vandalism...). A communication box can be a way of inviting people who visit the garden when no one else is around to share their thoughts, excitement, observations, etc.

Newsletters can provide a forum for discussing issues and sharing ideas, as well as keeping people up to date with things happening, upcoming events, and goings on in the wider community gardening movement and community. Contribute to regional community gardening network newsletters and the Australian City Farms and Community Gardens Network newsletter; Community Harvest.

Manage participation in the garden

Be active in managing participation in the garden. Seek outside assistance if necessary (for example, if a difficult dispute cannot be resolved).

Develop garden rules and guidelines adequate management systems and appropriate grievance procedures. *

Build community beyond the garden gate

Be proactive in seeking outside support for garden activities. Work with the wider community to involve appropriate groups for support.

Look for opportunities to promote the garden and invite people in. *

Make links with other community gardens – they will be your best resources for experiential knowledge, practical advice, and great ideas. Find ways to link with gardens in your local area, and with state and national community gardening networks. Visit www.communitygarden.org.au and www.communityfoods.org.au as a starting point.

Resources

Growing Communities Curriculum: Community Building and Organisational Development through Community Gardening Jeanette Abi-Nader, Kendall Dunnigan and Kristen Markley Philadelphia: The American Community Gardening Association 2001 352pp.

A hefty spiral bound volume detailing the ACGA's Growing Communities curriculum, including background information, workshop handouts, and facilitation tips. Workshop outlines cover creating and strengthening community gardening organisations, leadership development, planning, and forming partnerships. Contains an enormous amount of material on using community gardens for community development within an assets-based community development framework.

Cultivating Community: Principles and Practices for Community Gardening as a Community-Building Tool Karen Payne and Deborah Fryman Philadelphia: American Community Gardening Association 2001 56pp.

Outlines a range of strategies for using community gardening for community organising and development, including nurturing leadership, including families, and 'economic empowerment'. Examples from across the US.

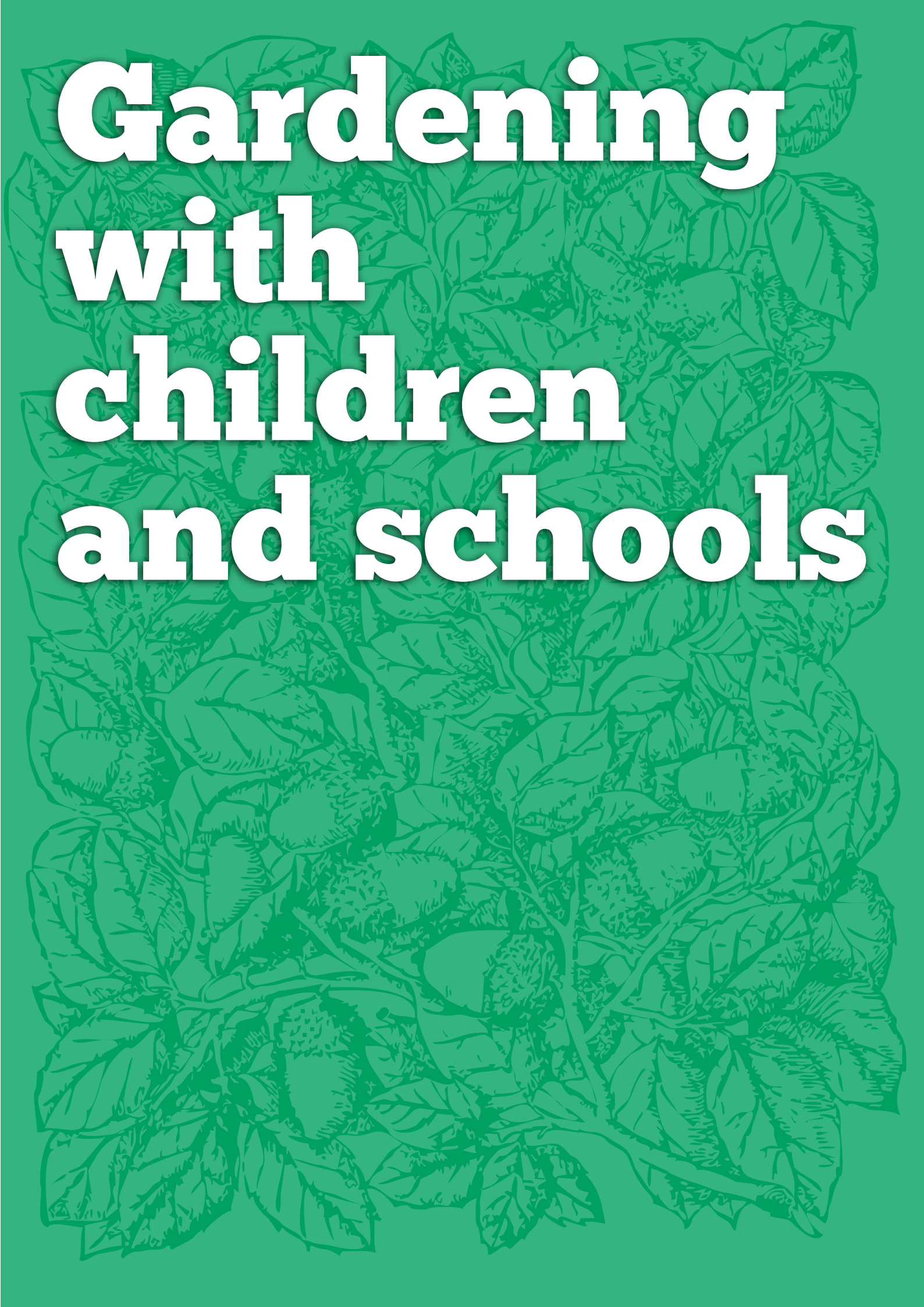
* see page 17 for ideas on designing welcoming and accessible gardens

* see page 63 for examples of community garden rules

* see page 26 for ideas on welcoming people into your garden and page 44 for promotion ideas

A composting workshop at Kurruru Pingyarendi Community Garden, SA





Gardening with children and schools

Gardening with children and schools

✱ See page 21 for ideas about children's potential roles in protecting the garden

✱ There is a sample booking form for school group visits on page 100

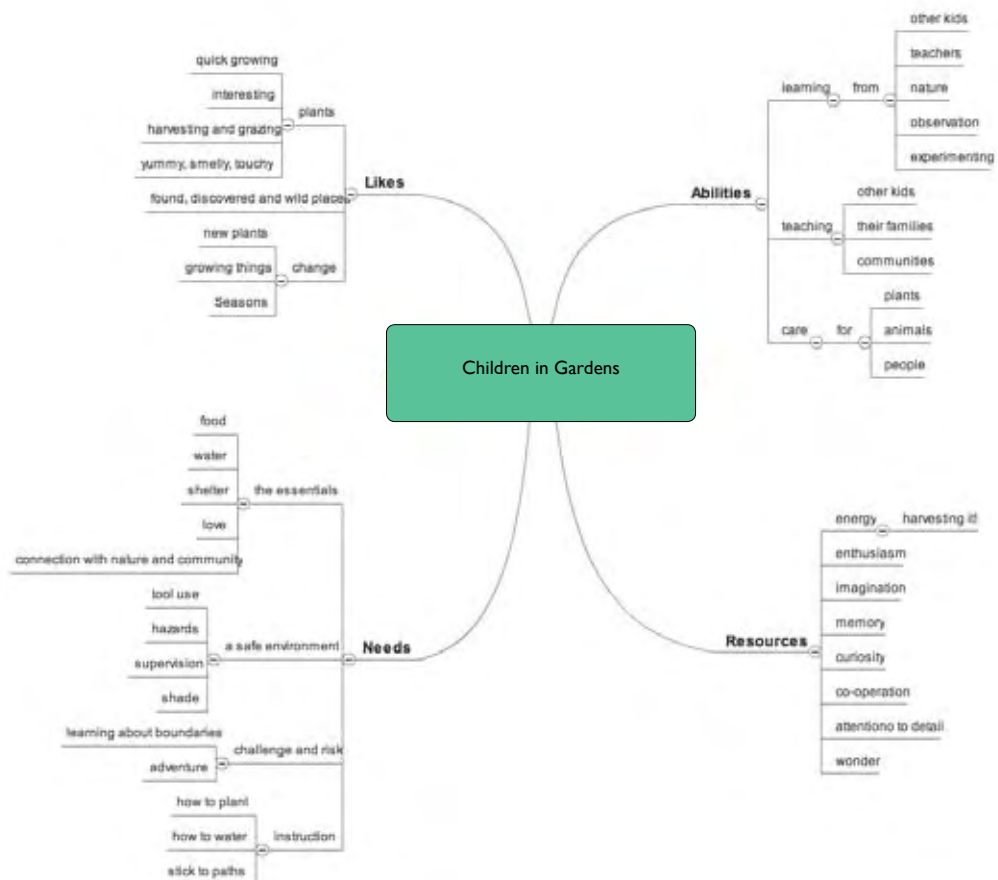
Gardening with children

Gardens can be delicious places for play, exploration, and connection with nature. Children all over the world are gardeners. They plant and harvest food, take care of animals, and have as they learn.

Some gardens are designed especially for children, such as the Ian Potter Children's Garden in Melbourne's Royal Botanic Gardens and Collingwood Children's Farm. Many community gardens find there are great benefits to including children at the centre of integrated garden projects. Children are involved in community gardens as plot holders, visitors with school and other groups, and come along with parents who are involved in many

ways with the garden. Children bring vitality, creativity and imagination to community gardens. They contribute their ideas and skills, ask fantastic questions, and take on responsibility for the garden's wellbeing. Including children also has the extra benefit of helping parents to participate in the garden. ✱

Some community gardens find that offering programs for visiting school groups addressing particular curriculum areas becomes an additional income stream, as well as being a way to promote ecological literacy and community engagement. ✱



Ideas for making child (and parent) friendly community gardens

As with any group of people you wish to make welcome in the garden, involve children in design and planning processes, and take their particular needs, skills and interests into account. Consult with children already familiar with your garden or site to get their ideas. Remember and draw on your own childhood garden experiences.

Provide child-size garden tools: trowels, rakes, spades, watering cans, wheelbarrows and gardening gloves. Look for good quality metal tools in appropriate sizes and avoid expensive toy garden sets.

Set aside a space where children can dig, move soil around and get fabulously muddy without disturbing plants.

If you have a library, include books on gardening with children and children's books about the wonders of gardening. Review or recommend children's books in your newsletter (see Resources list below for suggestions).

Invite parents' groups and playgroups to use the garden. Ask them about what would make the garden more user-friendly for them.

Encourage baby wearing (carrying young children in slings and baby carriers while gardening) and consider space for nappy changes and breastfeeding. Do you need a potty next to your composting loo?

Offer small plots (a square metre or even less) to older children so they can plant and tend and experiment with their own garden. Alternatively, allow children to decorate and plant out a large pot or container.

Establish a children's grazing area, where everything is safe to nibble, and fill it with interesting, easy to grow herbs and vegetables that children can help themselves to. Try parsley, fennel, peas, rocket, violets, and radishes. Fill your garden with plants that delight children. Grow huge sunflowers, curious cacti, strawberries to hunt for, fascinating carnivorous plants, giant pumpkins, stunning passionfruit vines and bean tips to disappear into. How long would it take to grow a climbing tree?

Encourage interesting critters. Grow plants which attract butterflies, birds, and predator insects (good for controlling pests too!). Find a place for a birdbath, create habitat for lizards, allow visitors to your worm farms.

Provide some simple non-gardening activities for children whose parents want to focus on gardening. A sand pit

is ideal. If you have more room, perhaps a swing or a musical playground. Ensure children's equipment has adequate shade and is located so that adults and children can see each other easily.

Allow children to contribute to the garden by participating in working bee and shared gardening activities at the level they are capable of, such as sweeping paths, organising empty plant pots, or winnowing seeds for saving.

Chickens are often fascinating to young children. Gardeners have been known to use a clean chook pen with friendly chickens as a short-term toddler pen. If a swing is placed near a chicken enclosure a young child may be content observing and swinging for long enough for parents to plant out a few seedlings.

Offer children's activity sessions during school holidays. Make scarecrows, eat flowers, hunt for tiny garden beasts, harvest seeds and scatter them in the garden. ✨

Do a safety audit of your garden and consider the special needs of children. Provide small hats and sunscreen. Garden organically so you don't need to manage chemical pesticides and fertilisers around children. ✨

✨ Visit <http://www.canh.asn.au/projects/community-gardens.aspx/> and your local library for ideas for gardening with children and garden craft.

✨ see page 66 for information on safety assessments

Musical playground, Northey Street City Farm, Brisbane



Gardens in schools

Why have gardens in schools?

★ There are numerous links at <http://www.canh.asn.au/projects/community-gardens.aspx>, in addition to the key resources listed at the end of this section. There is a sample booking form for community gardens hosting school visits on page 100

Accomplishment – Children have the opportunity to work cooperatively on real tasks, to take responsibility for the care of plants, and to take pride in the food they've grown themselves. Children who struggle in classroom settings can find ways to be 'good' at school, and experience efficacy and acknowledgement.

Understanding – In the garden, students can observe and interact with all of the principles of ecology. Gardens provide a context for understanding seasonality and life cycles. Students learn about where food really comes from and understand the roles of food in life. A kitchen and garden promote exploration, discovery and risk taking, such as trying new foods, activities and making new friends.

Learning – Garden experiences reinforce classroom curricula and offer opportunities to integrate curricula across subject areas. The garden setting helps broaden the way teachers look at both curriculum and their students. Gardens provide opportunities for informal one-on-one time for teachers and students to talk. They offer opportunities to teach life skills such as gardening and cooking.

Celebrating cultural diversity – gardens, particularly if combined with cooking programs, offer opportunities to honour the various cultures comprising the school community. Gardens provide opportunities for community involvement – a link with neighbours, volunteers, parents, and community businesses.

Nourishment – Gardens provide positive experiences of healthy foods, increase students' knowledge of fruits, vegetables, and herbs and can improve nutrition.

Connection with place – Students learn about and connect with the outdoors. Gardens (and kitchens) can be beautiful spaces that connect students to their school.

Starting a school garden

Much of the general information in this kit will be useful for people starting school-based gardens. There are also resources available which address the specific needs of school gardens, such as forming links to curriculum areas and maintaining the garden over school holidays. ★

As with all community gardens, there is no substitute for learning from the direct experiences of people who have been through the process of getting a school garden up and running. Some schools have developed programs where their students visit other schools to instruct and mentor them in their initial stages of establishing a school garden.



Amber with broc and cauli. Photo: Brian Hosking



The kitchen garden at Collingwood College, Melbourne



Resources

Gardening with Children

The Ian Potter Children's Garden, Royal Botanic Gardens, Melbourne

This magical garden is designed to encourage children's delight in nature and passion for plants. It celebrates the imagination and curiosity of children and fosters the creative nature of play. Information at http://www.rbv.gov.au/rbg_melbourne/ian_potter_foundation_childrens_garden

Collingwood Children's Farm

An organic farm on the banks of Melbourne's Yarra River; designed to give city children a taste of farm life. www.farm.org.au

Roots, Shoots, Buckets & Boots: Gardening Together with Children Sharon Lovejoy, New York: Workman Publishing Company 1999. 176 pp.

Garden adventures, plant care, garden craft, organic theme gardens like pizza patches, snacking and sipping gardens, projects designed to 'cultivate wonder'.

Gardening with Children Beth Richardson Taunton Press 1998. 153 pp.

Aimed at gardening parents seeking to involve children in the garden, contains organic gardening basics, plant selection ideas, and special projects.

A Child's Garden: 60 ideas to make any garden come alive for children, Molly Dannenmaier, Timber Press Books 2008

Inspiration for creating magical gardens for children, full of secret hideaways and sensory delights, trees to climb, creatures to encounter, soil to dig, and much to learn.

Gardening in Schools

Outdoor Classrooms: A handbook for school gardens, Carolyn Nuttall and Janet Millington, PI Productions 2008

Written by two experienced teachers and permaculturalists, this book includes both inspiration and practical advice for creating gardens in schools. Provides resources for teachers to teach the entire curriculum from the garden.

Details at www.outdoorclassrooms.com.au.

Kitchen Garden Cooking with Kids,

Stephanie Alexander, Penguin 2006

Focusing on the food and the kitchen, this book tells the story of the kitchen garden at Collingwood College, Melbourne, and offers more than a hundred of the recipes the kids have cooked from the garden. Easy to follow instructions and lots of photos.

A Children's Food Forest: An Outdoor Classroom

Carolyn Nuttall, Brisbane: Food Forests and Learnscapes in Education 1996 72pp

Based on a school garden project in Brisbane. Curriculum focus. Permaculture perspective.

Beyond the Bean Seed: Gardening Activities for Grades K – 6 and ***Cultivating a Child's Imagination Through Gardening***, Nancy E. Allen Jurenka and Rosanne J. Blass,

Greenworld Publishing Group 1996

Both of these books use children's literature to connect garden-based activities with literacy development.

Contain numerous lesson plans including dance, cooking, and poetry and covering cultural diversity, ecology and geography.

Greening School Grounds: Creating Habitats for Learning, Grant, Tim and Gail Littlejohn, (eds) Toronto: ***Green Teacher*** 2001


This anthology from the Canadian Green Teacher magazine includes step-by-step instructions for numerous schoolyard projects, for reception to year 12. Articles on rooftop gardens, practical tips on minimising vandalism, maximising participation and raising funds, outdoor classroom activities and curriculum links. 144pp.

Many more resources, including websites and children's literature and curriculum packages are listed at <http://www.canh.asn.au/projects/community-gardens.aspx>

Parents and children exploring together.
Photo: Joel Catchlove







Notes for community, local council, and landscape professionals

Notes for community, local council, and landscape professionals

Developing agency-supported community garden programs

Government and non-government agencies such as welfare or community development organisations, disability support programs, health centres, or local councils can initiate community gardens that are as sustainable, empowering and convivial as community-initiated projects, provided they have (or generate) support from the community, and they enable input at every stage of the process.

There are a wide range of agency-initiated and supported community garden models. Some aim to engage the wider community to develop a self-managing garden project. Others anticipate ongoing involvement in the garden. Some agency-supported community gardens involve groups of people who, at least initially, require significant support to manage the garden. Some agency-supported community gardens focus on a particular group of people (for example the users of a health service or residents of a public housing estate) others seek to involve the wider local community. Community and council workers who initiate community gardens may have a particular focus or outcome they hope the garden will achieve, such as improving nutrition, educating for sustainability, or counteracting social isolation. Whatever the particular focus, a community development approach is essential to achieving positive outcomes.

✱ The information in the 'In the beginning' section of this booklet page 8 is applicable to agency-supported community gardens

⁴ Linda Bartolomei, Linda Corkery, Bruce Judd, and Susan Thompson (2003) *A Bountiful Harvest: Community Gardens and Neighbourhood Renewal in Waterloo* Sydney: New South Wales Government - Department of Housing and University of New South Wales pp 55-60

Some of the following suggestions based on research in Sydney's public housing community gardens⁴, may be useful people embarking on agency-initiated community garden projects.✱

- Allow adequate time to facilitate the project or appoint a project officer in the initial stages.
- Ensure community ownership of the garden.
- Involve the community at the outset - the gardens must be led and fuelled by community desire for a community garden.
- Work with the community to identify visions and goals for their gardens.
- Use participatory design processes.
- Create multiple opportunities for people to have input.
- Develop cultural and social understandings of the diverse gardening needs, dreams and hopes of the different groups in the garden (for example, the cultural relevance of gardens to different ethnic groups and how this is manifested in gardening activities).
- Look for opportunities to include people with special needs and from marginalized groups (for example, people with disabilities; people from non-English speaking backgrounds; young people; children) in the garden. This may require strategically targeting specific groups and the provision of a supportive infrastructure (for example, translators; culturally appropriate meeting places; education and motivational programs).
- Maintain communication between stakeholders (the landholder or local council, the agency's board of management, any workers involved, the individual gardeners) at all stages of planning, implementation and development of the garden.
- Ensure that there is adequate resourcing for gardens – this includes translations for gardeners of non-English speaking backgrounds as well as garden supplies.
- Establish a broad base of support for funding, in kind materials, information and training.
- Assist the gardeners to form a management group and provide access to training in management skills.
- Assist the garden management group to develop a garden protocol that sets out rules and regulations for acceptable, tolerant and considerate garden practices.
- Assist the management group to develop a grievance process and to develop skills in conflict resolution.
- Encourage on-going self-management of the gardens, but recognise that there may be limits of capacity for some communities, particularly in the area of applying regulations and resolving disputes. Community workers need to be willing to step in when conflicts get out of hand and/or require an outsider to make a decision. Skills in mediation and conflict resolution are accordingly required by people assisting community gardens.

Case study: Kurruru Pingyarendi Community Garden

For some time, people mused about the possibilities of a bitumen carpark lying disused and disintegrating between a community health centre, Aboriginal neighbourhood house, school and childcare centre.

A local Aboriginal Reconciliation group came up with the idea of creating a community garden.

Community workers at Gilles Planes Community Health Service recognised the health benefits of community gardens, and saw the potential for a garden to engage community members and make connections between the various services operating at the site. Funding was sourced through Federal Government's Stronger Families and Communities Strategy through its Local Solutions to Local Problems initiative, and from a number of small grants.

The health service facilitated the project in its initial stages, hosting meetings and distributing information about the garden in the local community. Once the garden was established, a management committee was formed, including people from the health service, the local primary school, child care centre, Aboriginal reference group, Anglican church, community house, a domestic violence support group and local residents. Health service workers continued to support the garden after the management committee was formed.

From idea to spade-turning, the project was 18 months in the planning. In a culturally diverse area, with high levels of socio-economic disadvantage, there was a conscious decision to proceed slowly, focusing on building relationships across difference and engaging as many people as possible along the way. The project has retained a strong focus on forming connections

between Indigenous and non-Indigenous people in the area.

The garden now includes an indigenous bush tucker trail, fruit trees, vegetable beds, a herb wheel, fruit trees, sensory garden, and a community meeting and performance space featuring a spiralling mosaic.

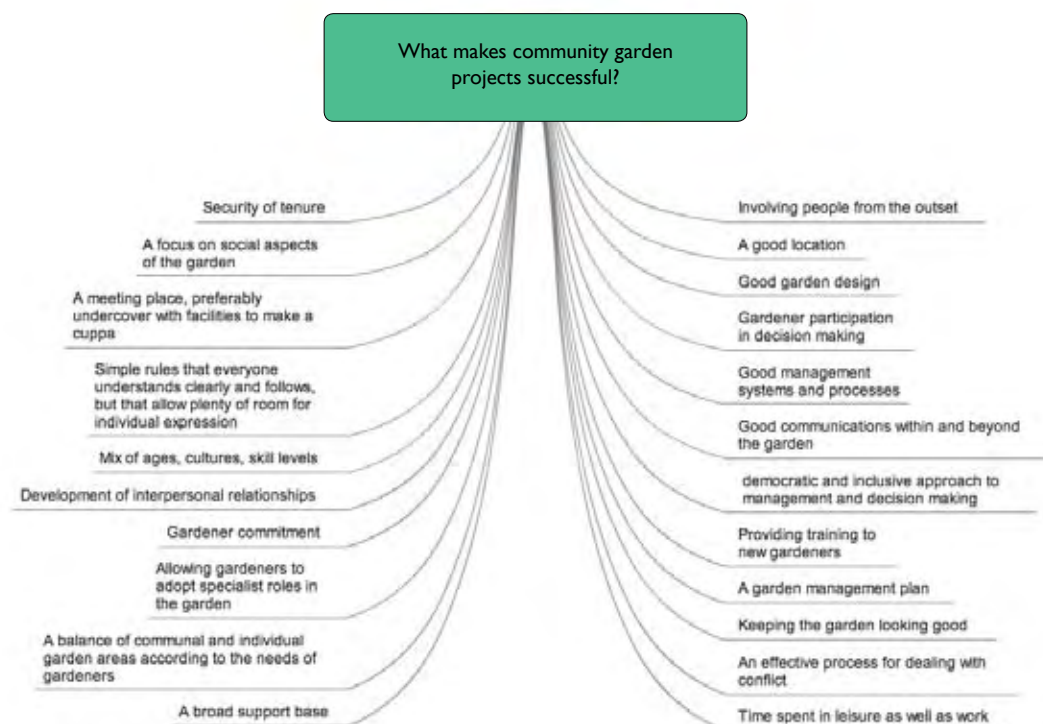
Collaborative artworks have been a focus for community involvement at the site. The adjoining school, childcare centre, community assistance project, and local residents were all involved with creating the mosaic installation. Other community members came along for the art project and have since become involved in the garden. A landscape designer and Kurna cultural advisor were employed to facilitate the project, which contains images and the Kurna names of plants, insects, and animals that inhabited the site prior to colonisation.



⁵ Russ Greyson (2007)
Policy Recommendations
for Marrickville Council,
Sydney: Marrickville
Council pp. 46 – 52

Successful community gardens

The following elements of a successful community garden are based on recommendations by community garden co-ordinators consulted for Marrickville Council's Policy Directions paper⁵.



Recommendations for garden co-ordinators

- Accept individual gardening goals and styles. This is best addressed in the garden protocol, which outlines rules and regulations for acceptable and considerate gardening practices. The garden protocol is also linked to the development of cultural understandings and acceptance of different approaches to the role of the garden, and ways of undertaking planting and cultivation.
- Recognise the benefits of sharing gardening knowledge, produce and recipes.
- Organise regular social activities so that gardeners get to know and better understand each other. This will lay the foundation for a harmonious community of gardeners.
- Be proactive in seeking outside support for garden activities.
- Commit to the smooth running of the garden (this will be enhanced by the development of a garden protocol, adequate management support and having appropriate grievance procedures in place).
- Be active in managing participation in the garden. Seek outside assistance if necessary (for example, if a difficult dispute cannot be resolved).
- Look for opportunities to promote gardens and involve new people. Network with other community gardens.

Recommendations for garden designers and landscape contractors

In addition to the requirements of sustainable garden design, community gardens have a number of particular needs which must be taken into account in garden design, and design processes. Specific elements, such as individual garden plots, food preparation areas, garden beds for people with limited mobility, communal seating areas, composting facilities, and secure storage for tools and equipment must be considered. Participatory processes are essential to the success of community gardens. The people who will use the garden should be given opportunities for input and review at every stage of the planning and implementation process. ✱

Suggestions for local councils

Local councils are often a first point of contact for groups hoping to start a community garden. Until recently, few local councils had formal procedures or policies for dealing with proposals for community gardens. The following suggestions, based on policy recommendations developed for Marrickville Council in Sydney⁶, may assist councils in developing clear and supportive procedures for their dealings with community gardeners.

Identify possible forms of council support and assistance for community gardens. This may include locating suitable council or non-council land, assisting with grant applications, assistance in navigating council processes, such as development applications, providing specialist advice, such as in landscape design, and helping to promote the community gardens in your council area.

Provide a community garden contact person within the council. Having a single contact point, possibly a sustainability or community development officer, helps community garden groups navigate council departments and requirements and ensures they liaise with someone who is familiar with relevant council policy and information. Encourage community garden groups to appoint a person to liaise with council.

Develop a clear process for groups making proposals for new community gardens and make this available on the council's website. This may include a requirement for a formal submission, with particular topics to be addressed.

Determine criteria for assessing proposals for use of council land for community gardens.

Form an assessment team of council staff to evaluate proposals for new community gardens. It could include representation from sustainability and environment, planning, waste management/ education, community development, and parks and landscape departments. This team should ensure an open and accountable process for decision making, and enable input from all stakeholders and relevant council departments. Groups seeking council support to develop a community garden should have the opportunity to present their ideas to the assessment team and to negotiate any points of concern. Liaison can be ongoing as the council team deliberates so as to clear up any issues that arise.

Develop a model lease for community gardens on council land. This may include a short initial period (two years) to ensure the viability of the project and give gardeners sufficient time to construct and promote the garden. After a successful first period, gardens benefit from longer lease periods (five – 10 years) to enable long-term planning.

Develop a community gardens policy that gives council an enabling rather than directive role in the establishment and management of community gardens. Link community gardening with council's strategic plans, land use planning, and other policy documents.

⁶ Russ Greyson (2007) Policy Recommendations for Marrickville Council, Sydney: Marrickville Council pp. 86 – 102

✱ See the Garden Design section of the booklet for information and resources for designing sustainable, welcoming, accessible, safe, and vandal resistant gardens.



Promoting your garden



Promoting your garden

Investing in promoting your community garden can really pay off. Effective publicity can help generate greater community involvement, attract financial support and give gardeners positive feedback and something to celebrate.

Some questions to consider:

- What local publications/ newsletters exist?
- What community notice boards are there in your area?
- Who else regularly distributes information in your area?
- Where do community organisations and groups get together?
- What schools are in the area?
- Which local organisations regularly get positive press, radio or TV coverage and why?
- What TV and radio programs cover stories like yours? (current affairs, news, gardening, lifestyle, travel, children's...)
- What contacts do members of your garden have with local media, schools and community groups?
- Is there an organisation in your area that can help you with promotion and publicity?

On-site promotional materials

All community gardens should have clear signage explaining what the garden is about, when it's open and so on.

Most gardens produce leaflets about their garden, with more detailed information about the garden's aims and how people can get involved. Make sure these are widely available at your garden, and in the local area.

Some gardens make t-shirts or hats with the gardens' name or logo for volunteers to wear so they are easily identified at the garden and when at events.



Welcoming signage at Eastern Suburbs Community Garden, Sydney

Events

Events such as workshops, open days, fairs and festivals at your garden give you something specific to generate publicity for.

Hold seasonal or frequent events at the garden and invite the wider community.

Offer the garden as a venue for local events. Participate in community events, such as festivals, conferences and meetings. Take display materials where ever there is an opportunity: photo albums, scrapbooks, posters, leaflets...

Attend conferences and forums to promote your garden, and to build your networks.

Provide your garden's flyers or posters to other organisations who regularly organise stalls and displays, such as permaculture and organic groups and regional community garden organisations. South Australian community gardeners can add their promotional materials to the community garden display kept at the Community and Neighbourhood Houses and Centres Association office.

Public relations

- Find a prominent local person to become a patron for your garden – perhaps someone from a gardening program, from your local council, etc.
- Enter competitions and awards.
- Hold a competition, eg for local schools.
- Ask a local business to donate window space to you, and design a display with a community gardening theme.

Using the media

Harness your group's creativity and give the media something new and interesting to report on. Learn about how to write an effective media release. Provide media releases for local newspapers when you have an event or project happening – they are always seeking local 'good news' stories.

Better still, cultivate personal relationships with reporters from your local paper, major newspapers, and

magazines. Many journalists turn to their list of contacts first when looking for a comment or a story. Approach gardening columnists and environment reporters. Invite them to visit the garden, show them what you do, prepare them a fabulous lunch from the garden, let them know your areas of expertise.

Write your own articles for magazines like *Earth Garden*, *Grass Roots*, *Warm Earth*, *ReNew*, etc. The ABC's *Organic Gardener* magazine has a regular community gardening column.

Radio presenters are constantly on the look out for local content, and particularly like to interview people 'live' during an event.

Organise interviews on gardening, lifestyle and community focused shows. Make contact with program producers and find out about when and how they decide what will go to air.

Phone up talkback radio programs.

Ask radio stations to promote your garden or event as a community service announcement.

Don't forget community media. Tell your story on community radio (eg. Environment Show on Three D Radio 93.7FM or Back to Basics on 5RPH 1197AM). Or perhaps create your own community radio show.

Consider local community print media options – ethnic newspapers, university papers, the lesbian and gay press, political publications, and street papers.

Write articles and calendar items for community and voluntary sector newsletters (local community centre, health centre, Permaculture Association, Soil Association, Rare Fruit Society, local community garden networks, the Australian City Farms and Community Gardens Network newsletter, Community Harvest, Neighbourhood Watch, school newsletters, etc)

Write short articles for government department newsletters and publications (eg. Housing SA's Customer Chat newsletter.)

Keep copies of any articles published and use them in your displays.

Contacts

Permaculture Association of SA

www.permaculturesa.org.au

info@permaculturesa.org.au

Soil Association of SA

<http://homepages.pickknowl.com.au/sasa>

Rare Fruit Society of SA www.rarefruit-sa.org.au/

Housing SA www.dfc.sa.gov.au

Earth Garden www.earthgarden.com.au

Warm Earth www.warmearth.com.au

ReNew www.ata.org.au/publications

The Organic Gardener

[www.abc.net.au/gardening/Grass Roots](http://www.abc.net.au/gardening/Grass%20Roots)

Magazine PO Box 117, Seymour 3661

phone: 03 5792 400

Internet and email

The internet can be a low-cost and effective way of promoting your garden.

List your garden at www.communityfoods.org.au

Contribute stories and news items to www.community-garden.org.au

Make a simple website – your local community centre or council may give you a page on their site.

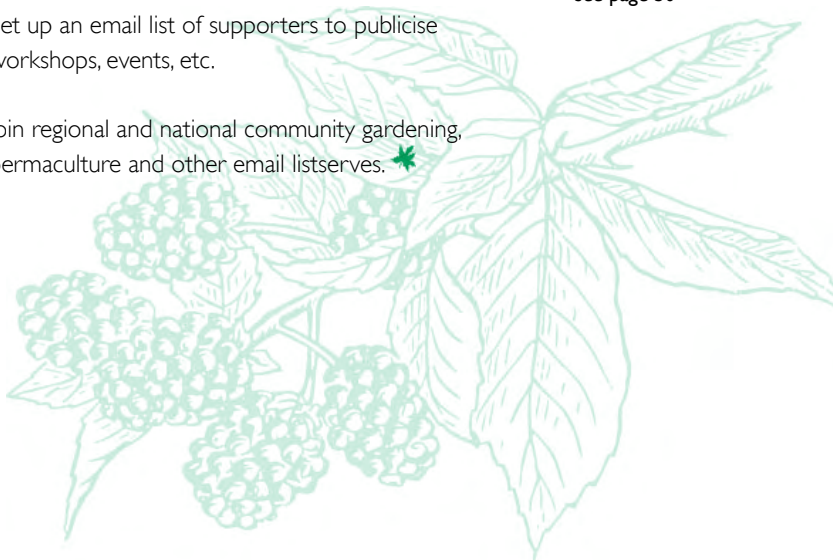
Set up a page on a social networking site such as MySpace, Facebook, change.org, <http://my.ecoearth.info/>, www.WordPress.com, or similar.

Start a blog, post your photos on flickr.com, make your videos available on YouTube.

Set up an email list of supporters to publicise workshops, events, etc.

Join regional and national community gardening, permaculture and other email listserves. *

* There are also profile raising suggestions in the fundraising section of this booklet, see page 50





Accessing resources and funding



Assessing resources and funding

✱ see page 65 for other insurance options

Money is just one of many ways to acquire what you need to help your garden grow. Good advice, good volunteers, creative re-use of resources, and in-kind contributions can meet many of your garden's requirements. Your most important and valuable resources are the people involved and the voluntary time and expertise that they contribute. This section contains information on reducing your need for money, seeking in-kind resources, fundraising projects for your garden, and applying for grant. It also includes suggestions for accessing local council resources

Fundraising principles

- Reduce your need for money
- Seek in-kind resources and support
- Raise money from a diversity of sources

What do you need?

For many community gardens, much of the cost is incurred in the initial stages. As they mature and grow, some gardens begin to generate some of their own resources and income streams, but may need to access funding for a special project, new infrastructure, an event, or to employ someone to take them to the next stage of development.

A start up budget for your garden

Planning a budget requires a reasonably well-developed vision for the garden – will it be a small herb garden or an education centre with a passive solar classroom? Will it have fruit trees? Animals? Water features? A children's play ground? Raised beds for people with disabilities? ✱

Costs will vary greatly according to the project, but some to consider include:

- Costs involved with consulting/ involving the community in the garden project – producing and printing a leaflet or poster; an advertisement in the local paper; a mail out or letter box drop to local residents; hiring a community hall for a public meeting; phone calls and general administrative expenses.
- Training for people in the start-up group and for people getting involved.
- Public liability insurance is essential for all community gardens. It will be required by many

groups such as schools who may use the garden, and covers the garden against charges of negligence if a visitor is hurt at the garden. This may cost \$700 per year or more. You may also wish to consider insurance for fire and theft. ✱

- Services may need to be installed if the land does not have them. Water supply is essential, and many community gardens will also need electricity and phone access. As well as the costs of fittings and so on, the labour may have to be carried out by a professional. Local councils may 'loan' workers.
- You may want to establish a tool library containing basic tools and equipment suited to the work which will be done in your particular garden. This may include a couple of forks and shovels, a leaf rake, a soil rake, a mattock, wheelbarrows, several hand tools such as trowels; watering cans, hoses and fittings, and possibly irrigation equipment. More specialised equipment, such as pruning saws, or propagation equipment may also be needed. Obtaining good quality, safe tools should be a priority. Also take into account the varying abilities and sizes of people using tools such as shovels – it may be appropriate to have several sizes available. Secure storage for tools is also vital.
- Garden establishment materials such as compost and mulch, materials to build beds and make pathways should be considered. Council may be able to help with left over or used pavers or bed construction materials.
- A small library can be a valuable resource for a community garden. It may only contain twenty carefully selected titles, again, chosen according to the particular needs of the community garden. Investigate non-profit organisations such as the Permaculture Association of South Australia who may supply relevant books at a discount price. A specific grant application could be made to establish a community library.
- Some community gardens have permanent or occasional paid staff, such as a co-ordinator; training facilitator; or design consultant whose wages may need to be covered.

✱ The Design section of this booklet provides some suggestions for options to consider if you are at this stage of planning

Reducing your need for money

Cutting costs

Use forward planning, creative recycling, and community networks to reduce your need for money.

Is your garden using the money it has efficiently? Are there expenses you could eliminate? Are you paying too much for services or products you use regularly?

Reducing unnecessary expenses:

- Do you pay bank charges?
- Do you have clear financial controls that help prevent wasteful expenditure?
- Do you have effective and cost efficient insurance?
- Do you have good recruitment and support systems for volunteers? *
- Do you buy in bulk with other community gardens?
- Do you reduce, re-use, repair, and recycle?
- Do you make use of in-kind donations?
- Do you barter or belong to a Local Exchange Trading System (LETS)? (see www.lets.org.au)

Finding it for free⁷

Tips for finding it for free

- Look for local resources going to waste
- turn wastes into resources
- make a problem for others a bonus for you
- cultivate many connections between your project and the local community
- investigate groups like Freecycle (www.freecycle.org) that facilitate keeping unwanted resources out of landfill.

Compost – make you own – look out for these valuable ingredients

Lawn clippings, prunings or leaves from local parks and gardens.

Lawn mowers and landscapers often pay to dump their green waste – organise a system so they can leave it with you.

Animal manure – do you have a local race track or police stables? Often owners are happy to have their stalls cleaned out and you get all the good straw and manure.

Food waste – this can include food scraps from restaurants or left-overs from fruit and veggie co-ops or retailers. If you develop a good relationship with these people they can ensure the material is sorted and suitable for composting. It can save them money too.

Kitchen waste from nearby residents (particularly apartment dwellers) and schools.

Juice pulp from juice bars and coffee grounds are ideal compost or worm food.

Plants – grow your own or get them donated

Save seed – a great cost saver that preserves genetic diversity and heritage varieties – see *The Seed Savers Handbook* by Jude Fanton and Michele Fanton and www.seedsavers.net.

Propagate plants from cuttings. *

Organise plant swaps with other gardeners or community gardens.

Graft your own heritage fruit trees – contact the Rare Fruits Society for assistance www.rarefruit-sa.org.au

Approach local nurseries and garden stores – they may have some older root-bound stock to donate. Try for bare-rooted fruit trees at the end of the season (late August).

Building Materials – keep your eyes peeled

Make contacts with a demolition business – they may keep your needs in mind.

Take a trip to your local tip and keep an eye on skip and hard rubbish contents around the streets (ask before taking).

Use recycled timber and bricks wherever possible.

Make contacts with local street tree pruning businesses and local council tree loppers. Their chips/ mulch can make excellent path surfacing and it can save them time and money.

Water – it's free from the sky

Do you have roof run-off going down the drain? Install a tank and catch water for free.

Use swales, mulch, and wise watering methods. *

In-kind support

Volunteers' donated time, work, energy and expertise are the major in-kind resources for community gardens. Businesses are often more willing to donate goods and services than money because it's cheaper for them.

Approaching businesses

Think about what you have to offer to businesses and others donating goods and services: advertising in your newsletter; a certificate of appreciation for their shop wall, their logo on garden signage, listing as sponsor on leaflets, etc.

* see page 93 for plant propagation instructions

* see page 26 for information on engaging and supporting volunteers

⁷ This section was adapted from Cultivating Community's *Good Practice Guide for Community Gardens*

* see the Water fact sheet on page 86, and Designing for sustainability on page 19

Rather than approaching businesses and immediately asking for money or goods, invite potential supporters to have a cuppa at the garden, give them a tour, introduce the volunteers, and show them the dream. Build ongoing relationships.

Build relationships with your local council for wood chips, The Royal Show for used manure and straw, WOMAD for bamboo poles, etc.

What to ask for...

Negotiate ongoing discounts with local garden suppliers. Ask nurseries to donate plants that are unsaleable. Invite local nurseries to hold workshops at the garden and allow them to sell their products there on the day. Local, state, and federal MPs may allow you to use their photocopiers for printing newsletters and fliers.

You could charge compost and manure suppliers to come and promote their products at your garden. Ask supporters for services as well as materials – graphic design, printing, sign writing, meeting space, mediation... whatever your garden needs.

Fundraising

General principles...

Make sure fundraising is effective. Critically consider common fundraising activities such as raffles, fetes, car boot sales, and cake stalls and decide whether the money raised is worth the time and effort expended.

Share the work – and the cost – around. Some community organisations find that their best financial supporters are the volunteers and organisers who are most committed to the project. Try to avoid using your volunteers or client groups as funders (for example, the raffle that only garden members buy tickets for).

Think of ways to turn fundraising into community building. Develop and maintain relationships with people who have or might provide funding and resources for the garden. People who contribute to your garden will feel more committed and connected to it.

Below are some ideas to spark your thinking about ways to raise money at your garden.

Ongoing income

If your garden has individual plots, set the fees to provide a reliable source of income for ongoing costs. Charge annual membership fees, and offer incentives such as newsletters, library borrowing rights, discounts on courses, invitations to special events. Come up with a pricing structure that acknowledges some people's limited income, but asks for more a substantial contribution from



Seedlings for sale, Black Forest Primary School Garden, SA >

those who can afford it. Some organisations have tiered fee options such as concession, low wage, waged, and sustaining.

A plant nursery can be a great way to raise funds, encourage people to come into the garden, and introduce productive plants into people's gardens.

Install donation boxes for visitors – use your creativity in the design.

Create a self-service deli with a small fridge and a money box for people to buy drinks and snacks.

If you have a meeting room or suitable outdoor area, lease spaces to other groups for workshops, weddings, yoga classes, meetings, playgroups, etc – a good way to invite more people into the garden at the same time. Charge for educational site tours for schools, TAFE and university courses, community groups.

Events

Open days (gold coin donation for entry).

Festivals (donations for entry, plant sales, coffee shop).

Participate in the ABC Open Garden Scheme (see www.opengarden.org.au)

Host a one-off or regular farmers' market.

Short courses and workshops (basic gardening, pest control, preserving fruit, bush foods, herbs, composting...)

Products and services

Offer your services to do garden designs, maintenance, etc in other community, public and private gardens. Allocate space to grow small, high value commercial crops – ask local restaurants what they would most like to buy.

Sell preserves, craft items or other products made at your garden (check food regulations first!).

Produce a recipe book with ideas for using unusual, bush and permaculture plants.

Grant funding ⁸

Benefits of grant funding

Because community gardens contribute to meeting a variety of community needs, they may be eligible for a wide range of grants, with focuses such as environment, community development, health, and arts.

Small grants from local councils are often relatively easy to get.

Grant applications can be good opportunities for forming partnerships and beneficial relationships with funding bodies, businesses, and other community groups.

Drawbacks to using grants for funding

It can be difficult to get money for fixed assets, ongoing wages, and administration through grants.

The changeable funding priorities and grant schemes of government and private benefactors may not provide

⁸ Thanks to Ben Neil, Dick Copeman and Ben Yengi for contributing to this section.



secure, continual funding. Applications may be accepted only once or twice a year, and this might not fit with your preferred schedule.


It requires ongoing effort to seek funding opportunities and prepare submissions – having a person who is prepared work on grant applications rather than spending time in the garden.

Most funding bodies require regular detailed reports on the progress of the project.

Designing your project

Be clear about what your garden's short and long term objectives are. Plan projects to meet your aims and work out exactly how you want to use any funds you apply for:

Make sure the project you design is one you can follow through – don't try to take on too much. Consider your existing resources – people, office space, land, tools, etc. You may decide to modify your proposal to meet the criteria of a funding body, but planning ahead will clarify your priorities, and assist you in finding funding sources that will allow you to enact your objectives.

Developing a thorough and realistic budget is essential. It is important not to exaggerate or underestimate costs. Costs to take into account :

- Costs involved with consulting/ involving the community in the project – producing and printing a leaflet or poster; an advertisement in the local paper; a mail out or letter box drop to local residents; hiring a community hall for a public meeting
- labour – including wages, workcover; superannuation. Also include all the hours of work committed to the project by volunteers
- any consultants, trainers or other professionals to be called in
- insurance
- materials required
- postage
- phone calls
- internet
- office supplies and running costs
- travel
- equipment.

Preparing to make a submission or grant application

The planning, thinking, research, group work and networking you do before sitting down to write the submission or grant application is often the most important part of the process.

Don't leave submission writing to one person – get ideas and input from multiple people: many minds from within your group, advisers, allied organisations, experienced grant writers.

Start a file to collect materials to support your proposals. Gather:


- Information and evidence that substantiates community needs you have identified
- copies of research or surveys that demonstrate the benefits of community gardening and the particular projects you're seeking support for
- information about similar projects – what they've learnt, how they got funding
- lists of potential partner organisations
- ideas about people who might be willing to provide letters of support – prominent and respected members of the local community, local councillors, politicians, people from service or community organisations (perhaps those addressing similar needs), experts, academics, local businesses
- materials about your community garden – newspaper clippings, mission statements
- support documents you may need for applications – audited financial records, certificates of incorporation, documentation of other current and/or previous grants received.

Incorporation, auspicing and partnerships

Most funding sources require grants to be administered by an incorporated body such as an association or charity.

Community garden groups are eligible for incorporation as non-profit organisations under the 1985 Associations Incorporation Act (Government of South Australia 1999). Organisations are required to have a constitution in order to become incorporated – developing one can clarify goals, strategies, and decision making processes.

The alternative to becoming incorporated is being auspiced by another organisation. Strategically chosen auspicing bodies can be very useful. Seek out organisations that have a track record of receiving funding and a reputation for effectively delivering on their promises. These may include community centres, neighbourhood houses, service and welfare organisations, community health centres, environment organisations, or organisations associated with specific needs being addressed by

 Also see the suggestions for a garden start-up budget above, page 48

your garden's project (eg disability access, recently arrived migrants).

Large organisations are more likely to donate to Public Benevolent Institutions (PBI) with tax deductible status than to small community groups.

Bodies may vary in what they require in order to act as auspices. In general they need to agree to sponsor the community garden's funding application/s, and take responsibility for monies awarded, including having them deposited into their bank account. Auspices generally require regular submission of financial records and progress reports. They may also take a percentage of the grant for administrative costs.

Could the project be carried out as a joint venture with another organisation – a school, community centre, community group, residents' association?

This can benefit your project by giving you access to additional resources and perspectives and, if formed strategically, can increase your access to funding. Inviting people from a range of incorporated bodies to be part of your management committee or board can assist in fostering relationships with other organisations.

Identifying potential grant sources*

To find out about upcoming rounds of grants:

- Stay in touch with your local council, particularly environment, community development and cultural development officers – these folks often have information about funding opportunities
- Small grants are often advertised in local newspapers and Saturday editions of major papers.
- Visit websites such as <http://www.grantslink.gov.au> and www.ourcommunity.com.au
- Easy Grant is a subscription-based service that contains information about many grants available – you may be able to access it through your local community centre or other friendly organisation. www.ourcommunity.com.au
- The Australian Open Garden Scheme provides an annual grant specifically for community gardening projects www.opengarden.org.au. At the website you can sign up for their mailing list for upcoming grant information. Any queries should be directed to the National Office of AOGS: (03) 5428 4557.

To find potential funding bodies:

- Get a copy of Philanthropy Australia's Foundations Kit www.philanthropy.org.au
- Note the sponsors listed in the promotional materials of other groups
- Contact church groups and community service clubs (Rotary, Lions, Apex, etc.)

Writing the grant application or submission

Allow sufficient time (two months) to write applications and get feedback – including from people in your organisation and experienced submission writers.

Come up with a good name for your project – make sure it is descriptive and doesn't promise too much! Notice the kinds of language used by the organisation providing the funding and take into account their aims and values.

Make sure you get your application to the funding body on time! If you're sending it by post, allow a couple of extra days to make sure it gets there on time. Late applications will usually not be considered.

Sample Grant questions

Grant applications generally require the following information:

- a contact person who will take responsibility for the grant
- a brief description of the body applying for the grant, including its legal structure, activities, and aims or 'mission statement'
- a description of the specific project or expense the grant is to cover, including specific objectives and how they will be met
- what community needs will be addressed and sometimes why these needs are not being met by other programs
- who will be involved in the project and who will benefit
- information about how your project will contribute to the particular objectives of the funding round (whether it's health promotion, community development or environmental improvement)
- how the project will be evaluated, how success will be judged and recorded *
- a proposed budget
- other sources of funding, resources, and support
- grants received previously
- some grants also require statements of support from local council members or recognised community organisations.

Tips

- Contact organisations you're thinking of applying to – ask questions, find out if yours is the kind of project they are looking to fund. They may even help you write the application.
- Target funding bodies specific to what you're seeking funding for – funding for fruit trees might be sought from one body, a community event from another.

* see page 65 for information on project evaluation

* Numerous up-to-date links to grant and funding opportunities are available at <http://www.canh.asn.au/projects/community-gardens.aspx>

- Arts grants can be very useful for funding garden projects – particularly for wages. Arts grants can often pay wages and can be used for community arts projects, mosaics, trellises, etc.
- Frame your projects to fit with themes such as 'Year of...'
- Take advantage of workshops on grant writing offered by local councils, community organisations and Our Community.

The results

Whether a grant application is successful or not, maintain contact and a good relationship with the organisations which provide grant funding.

If you don't receive funding in a particular round, ask the funding body for feedback on your application.

If you get the funding, send a formal acknowledgment letter. Be prepared to write regular reports, etc as required.

Keep detailed and accurate records of expenditure of the grant monies.

Put energy into recording projects that have received grant funding – take photos, implement effective evaluation processes, produce beautiful reports. This will help you maintain good relationships with bodies that have given you funding, and impress bodies you approach in the future.