

Norwegian University
of Life Sciences

Master's Thesis 2018 30 ECTS

Faculty of Biosciences

Growing Roots in a Community

An Exploratory Case Study of Urban Agriculture and Quality of Life

Marie Henriksen Bogstad

Master of Science in Agroecology
Faculty of Biosciences

“The garden provides an image of the world, a space of simulation for paradise-like conditions, a place of otherness where dreams are realised in an expression of a better world.”

(Meyer, 2003, p. 131)

Preface

Writing a master's thesis is hard work, and a period full of self-doubt, learning and development is coming to an end. However, the feeling of being able to accomplish something seemingly so enormous is perhaps one of the biggest prides of my adult life. Luckily, I have been blessed with a very resourceful faculty, and a study program that has enabled me with the autonomy and knowledge to overcome this challenge.

I would like to thank the Agroecology faculty for helping me through this process, not only the last six months, but over the past two years. It has been a journey I will always remember. Thank you for always seeing every individual and believing in your students. Geir, Anna Marie, Tor Arvid, Chuck and Cathrine. Thank you so much.

Also, a big thank you is due to Voksenenga nærmiljøhage, and Pernille Leivestad. Thank you for taking part in this research project, and for welcoming me with open arms. To all of the participants, your insight has enlightened me with so much knowledge and wisdom. Thank you for being open, kind and honest. I hope to have done your experiences justice, and I hope you enjoy reading this research as much as I enjoyed conducting it.

I would also like to thank my family and friends for their support during this period of ups and downs. Especially my partner, Øyvind. Thank you for your patience, supporting conversations and homemade dinners. Mom and dad, your advice is always so highly appreciated, thank you for always taking the time to listen.

Katinka, Åsmund and Edona thank you for your two cents and the time you have spent helping me throughout this process. I would also like to extend my sincerest gratitude to the "Cultivating Public Space"-project group and Annikken Jøssund, your help and contribution was crucial to this project, and your input greatly appreciated.

Finally, to my advisors Geir Lieblein and Anna Marie Nicolaysen. Thank you for helping me see the world from a new perspective. Your knowledge and wisdom means so much.

Marie Henriksen Bogstad

Oslo, 12th May 2018

Abstract

In a world where an increasing number of people live in cities, urban health is an essential part of comprehending sustainable development. Thus, moving towards a more sustainable world both socially, economically and environmentally, to a large degree becomes an urban issue. Understanding health promotion, well-being and quality of life in urban areas, in terms of initiatives like for example urban agriculture, can be one way to merge sustainable development and health promotion. Urban agriculture (UA), or food production in the city, has in recent years had a renaissance among urban dwellers, politicians and researchers.

The research at hand aimed to explore the relationship between urban agriculture participation and enhanced quality of life in an Oslo based community garden. The researcher approached this objective by using qualitative methods like photovoice, focus group and semi-structured interviews, and a phenomenological methodology. In doing so the research attempted to capture the rich experiences of the participants in the garden.

The researcher analysed the data using conventional content analysis and came up with six categories for describing the relationship between the participants in the urban agriculture initiative and quality of life. These were: “Leisure time and recreation”, “Personal accomplishments and development”, “A social environment”, “An arena for family and friends”, “Belonging to the local community”, and “Impacts on bodily health”. All these categories highlighted the effects of participating in the urban agriculture project and can be understood as explaining a relationship between well-being and nature interaction, as well as social interaction and cohesion-building. These links can in addition be understood as attributing to both attention restoration, mending a ‘metabolic rift’, and developing a ‘sense of coherence’. They are similar to findings from previously conducted research on UA, in how they shed light on social relationships as an important benefit. However, they also highlighted the public health dimension of nature interaction in how natural environments, like urban agriculture can contribute to increased well-being. Moreover, the goal of the research was to focus on the use of public spaces and provide further arguments for meaningful utilization of public green space.

Keywords: Urban agriculture, quality of life, sustainability, urbanization, public space, attention restoration, salutogenesis.

List of tables, figures, pictures

FIGURE 1: MAP OF URBAN AGRICULTURE INITIATIVES IN OSLO	11
FIGURE 2: SATELLITE PHOTO OF VOKSENENGA (MARKED IN RED)	13
FIGURE 3: VIEW OF THE GARDEN	26
FIGURE 4: "A GOOD START"	28
FIGURE 5: RESULT FROM KALE PRODUCTION	29
FIGURE 6: PREPARING THE FIELD	31
FIGURE 7: CHILDREN IN THE PARCEL GARDEN	35
FIGURE 8: BIRTHDAY CELEBRATIONS IN THE GARDEN	36
FIGURE 9: USING THE PIZZA OVEN	37
TABLE 1: TIMETABLE OF RESEARCH PROCESS	15
TABLE 2: EXAMPLE OF ANALYSIS FROM MEANING UNIT TO CONDENSED MEANING UNIT, CODES, SUB-CATEGORY AND CATEGORY	22
TABLE 3: RESULTS FROM CONTENT ANALYSIS, WITH CATEGORIES AND SUB-CATEGORIES	24
TABLE 4: COMPARISON OF PREVIOUS EMPIRICAL RESEARCH WITH THE RESULTS FROM VOKSENENGA	46

List of appendices

Appendix 1: Contract between Voksenenga Community garden c/o Pernille Leivestad and M.Sc. student, Marie Henriksen Bogstad (in Norwegian)	
Appendix 2: Information letter for participants (in Norwegian)	
Appendix 3: Invitation for focus group work shop and consent form (in Norwegian)	
Appendix 4: NSD – Norwegian Centre for Research Data approval form (in Norwegian)	
Appendix 5: Examples of analysis (Meaning unit – code – sub-category – category)	
Appendix 6: Example of focus group transcript (in Norwegian)	
Appendix 7: Immediate notes following the focus group (in Norwegian)	

Table of content

PREFACE	IV
ABSTRACT	VI
LIST OF TABLES, FIGURES, PICTURES	VIII
LIST OF APPENDICES	VIII
TABLE OF CONTENT	X
1. INTRODUCTION	1
RESEARCH OBJECTIVE	5
2. RESEARCH STRATEGY AND METHODOLOGY	8
CASE SELECTION AND PRESENTATION	10
DATA COLLECTION	14
DATA ANALYSIS	20
3. RESULTS	24
LEISURE TIME AND RECREATION	25
PERSONAL ACCOMPLISHMENTS AND DEVELOPMENT	27
A SOCIAL ENVIRONMENT	30
AN ARENA FOR FAMILY AND FRIENDS	34
BELONGING TO THE LOCAL COMMUNITY	38
IMPACTS ON BODILY HEALTH	39
A CROSS-CUTTING EXAMPLE	41
OTHER AREAS OF IMPORTANCE FOR QUALITY OF LIFE	42
4. DISCUSSION OF RESULTS	44
HOW DOES PARTICIPATION IN UA INITIATIVES INFLUENCE QUALITY OF LIFE?	47
LIMITATIONS OF RESEARCH	50
RELIABILITY AND VALIDITY	52
IMPLICATIONS FOR FUTURE RESEARCH AND PRACTICE	56
5. ABOUT THE AUTHOR	58
6. LIST OF REFERENCES	59
APPENDIX	68

1. Introduction

In recent years urbanization and industrialisation have influenced where and how people live. In 2015 54 percent of the world's population lived in urban areas, and by 2030 this is projected to increase to 60 percent (WHO & UN-Habitat, 2016; WHO, 2018). With an increasing number of the world's population residing in cities, moving towards a more sustainable world to a large degree becomes an urban issue. The 2015 Sustainable Development Goals encompass 17 goals to “end poverty, protect the planet and ensure prosperity for all” as a part of a new sustainable development agenda (UN, 2018; WHO & UN-Habitat, 2016). Several of these goals are interlinked, and a focus on urban health can further acknowledge these links, but also the connections between health, economy, social stability and inclusion, climate change and healthy environments (WHO & UN-Habitat, 2016, p. 7). Focusing on the resources available to people living in urban areas, and to what degree they are allowed to live a good, high quality life in good health has thus become a central part of health promotion and policy making (Maass et al., 2016, p. 120; Maass et al., 2017).

Urbanization influences the ways in which we produce and consume food. When people move from rural to urban areas, less contact with and knowledge about food production occurs and food miles increase (Guitart et al., 2012). Furthermore, food security is at risk, both in terms of access to food, but also in terms of health issues related to food consumption, such as non-communicable diseases like cancer and cardiovascular diseases, malnutrition and overnutrition (WHO & UN-Habitat, 2016). Providing urban dwellers with the ability to produce their own food can help mend some of these issues. Urban agriculture (UA) entailing production, processing and distribution of food within the city can not only improve food and nutrition security, but also have economic, social, and environmental benefits, as well as benefits for health (ibid., p. 102; Bellows et al., 2016; Golden, 2013). Practical experience with growing food affects dietary habits and develops knowledge of what to eat and how to cook it (Bellows et al., 2016). Also, UA can involve urban inhabitants in active and healthy work, as well as recreation. It has the potential to build safe, healthy and green environments in neighbourhoods, schools and abandoned areas (ibid., p. 1).

In terms of providing people with access to food and opportunities for food production within city limits, the concept of UA is not a new one. In times of economic crisis, it has been

common to utilize public spaces for agricultural production in cities. In the UK and the US so-called “victory gardens” had a big impact on food supplies in urban areas during WWII (Francis et al., 2013; Genter et al., 2015; Mok et al., 2013). This was also the case in other Northern countries, like Norway, where kitchen gardens, public parks and parcels were used to ensure the population’s food security during insecure times (Hjeltnes, 2003). In Norway, school gardens, allotment gardens and parcel gardens have been a part of the urban environment since the early 1900s and been a way for inhabitants in cities like Oslo to produce food despite not having a garden themselves (Bernhoft et al., 2017). In times of peace and stability food production in the city became less and less common, however in recent years this interests has re-emerged. In the Global North as well as the South people are growing more and more food within city limits, and UA is increasingly being included in policy formulation (Dubbeling & de Zeeuw, 2007, p.3). UA is said to have the potential to make important contributions to social, economic and ecological objectives of sustainable urban development (ibid.). Conserving and developing urban green space has for example in Norway since the 1980s been emphasized as a necessity and a counterweight to the compact city, and as an important element in sustainability politics to ensure inhabitants health and quality of life (Thorén, 2010, p. 30).

UA is more than growing food in the city (Bellows et al., 2018; Golden, 2013; Lohrberg et al., 2015, p. 8; McClintock, 2010). In the context of Europe especially the meta-level benefits of urban food production can be of even more importance than the pure production itself (Lohrberg et al., 2015). The surge in increased popularity over the recent years has also resulted in more research on UA, its potential and benefits. In their review Genter et al. (2015) showed how there is substantial evidence in research of how allotment gardening can have a positive impact on health and well-being through being a stress-relieving refuge, providing a social network, contributing to a healthier lifestyle, increased contact with nature, as well as personal development (ibid.). These results are also similar to those of Guitart et al. (2012) in their review on community gardening, which is said to have benefits like social development or cohesion, enhanced health, access to fresh foods, saving or making money, and education (ibid., p. 367). Also, Golden (2013) mapped UA’s social, health and economic impacts. Other empirical research on the area, spread across countries like Japan (Soga et al., 2017), the Netherlands (van den Berg et al., 2010) Canada (Wakefield et al., 2007), England (Wood et al., 2015), the US (Teig et al., 2009) and Norway (Nordh et al., 2016) support these reports.

In a study from the Netherlands van den Berg et al. (2010) conducted a survey amongst allotment holders and their non-gardening neighbours and found how the gardeners were more physically active during the summer. In their research the allotment gardeners rated stress-relief, staying active and staying healthy as the most important factors for gardening. Similarly, in a study from England allotment gardeners were reported to have a better sense of self-esteem and mood, and a reduced level of abnormal psychological functioning compared to non-gardeners (Wood et al., 2015). In Tokyo, a survey conducted among urban allotment gardeners found that regular gardening on allotment sites was connected to enhanced physical, psychological and social health (Soga et al., 2017). These results were like those of Wood et al. independent of duration or frequency of the gardening activity (Wood et al., 2015; Soga et al., 2017).

In Norway a study on allotment gardens with cabins to stay overnight in, so called 'kolonihager' connected allotment gardening to increased quality of life for its participants. The benefits ranging from social interaction, meaningful activity and respite from city life (Nordh et al., 2016). In terms of community gardens many of the same effects have been accounted for. In Toronto, Canada, participants in a community garden reported improved nutrition from growing their own food, they identified the garden as a place for physical and stress-relieving activity beneficial to physical and mental health, as well as a place for community engagement and to develop community networks (Wakefield et al., 2007). Similarly, Teig et al. (2009) highlighted how the context specific social processes facilitated by certain key activities like volunteerism and leadership in community gardens in Denver contributed to collective efficacy, and promoted trust, reciprocity, social connections, collective decision-making, community building and civic engagement. It has also been said that community gardens practice and reproduce democratic values (Glover et al., 2005), and that they have the possibility to promote deep democracy through creating a space for empowering communities, collective action and democratic habits and norms (McIvor & Hale, 2015). All of the above-mentioned research addresses the potential benefits for including urban agriculture activities in policy making for urban development.

There is a general multi-functionality to urban agriculture (McClintock, 2010). It must be understood as a permanent and dynamic part of the urban socio-economic and ecological system, using urban resources, and contributing to urban development both socially and

economically (FAO, 2007, p. xi; Francis et al., 2013). In the same respect sustainability can be understood as a three-legged stool (Davidson, 2010) comprising of an economic, an environmental and a social aspect. According to Davidson (2010) these aspects of the sustainability term are commonly divided when addressing policies for development, going against a more holistic approach. However, an understanding of how to maintain the social life of an urban environment and its social sustainability requires increased attention. More so than it has received in recent years (ibid.). Utilizing social sustainability is a way of shedding light on urban environments' potential for influencing the system as a whole. Arguably, social sustainability concerns inhabitants' quality of life, well-being, equity and cohesion. However, approaches often range from approaching specific marginalized groups in society, or specific issues, to trying to help everyone at the same time (ibid.).

As I understand Davidson (2010), there is a need for a change in how one approaches social sustainability, and sustainability as a whole. Avoiding fragmentation, but also generalization. Arguably, the three pillars are not mutually exclusive, but collectively dependent. Enhancing one, should enhance the others in order for sustainable development to fully take place. Approaching the phenomenon of UA in terms of social sustainability, through the concept of quality of life, can function as one way to draw attention to how UA initiatives merge the utilization of urban green space, the promotion of inhabitants' health and well-being, and in return contributes to sustainable urban development.

This master thesis is a part of a larger research project, "Cultivating Public Space", that aims to look at how UA can act as a basis for human flourishing and sustainability transition in Norwegian cities, focusing on social sustainability mainly, but also looking at economic and environmental aspects. The project seeks to identifying room for action with basis in a situation analysis of Oslo, and further recommend and implement actions for policy development. It is based at NMBU, and includes collaboration between several universities, the private and public sector, and NGO's. It is part of the Norwegian research council's BYFORSK initiative, which focuses on research and innovation for future cities (Forskningsrådet, 2018).

Research objective

Urban agriculture is multi-functional, like urban green space is multi-functional, and like the sustainability term is multi-dimensional. Understanding how social, environmental, economic and health factors are all interlinked, both in terms of sustainability and UA provides a basis for approaching sustainable development. As such, requests have been made for more integrated, rather than parallel, research on health, well-being and sustainability that take place in so called ‘green settings’ (Poland & Dooris, 2010, p. 287), like for example spaces of UA activity.

According to previous research, UA has the potential to influence participants’ well-being or quality of life (Genter et al., 2015; Nordh et al., 2016; Soga et al., 2017; Teig et al., 2009). There have been calls for more research on the subject of UA basing itself on empirical and qualitative methods where participants can voice the value of their experiences and explore “health promoting influences of everyday allotment gardening for individuals” (Genter et al., 2015, p. 593). Understanding UA as health promoting, as well as contributing to urban sustainable development provides a basis for why more research should be conducted on the matter. For example; how UA influences people’s lives, not only in a risk managing way, but in a health promoting way. Similar to the theory of salutogenesis, in how it provides a basis for health promotion, akin to a focus on quality of life (Lindstrøm & Eriksson, 2005; Suominen & Lindstrøm, 2008; Warne et al., 2013). Salutogenesis focuses on what is meaningful for a good and healthy life, what makes us healthy, in contrast to challenges or risks; what makes us sick (Lindstrøm & Eriksson, 2005; Maass et al., 2017; Suominen & Lindstrøm, 2008). Understanding health as not only the absence of sickness, but what promotes it; the capacity to deal with challenges/stressors through developing a sense of coherence (ibid.). Thus, understanding health in relation to sense of coherence, quality of life and well-being.

In an urbanized environment lack of contact with nature can have a negative impact on individual’s well-being. Urbanization and lifestyle changes have diminished possibilities for human interaction and contact with nature (Hartig et al., 2014, p. 207). This development, commonly associated with capitalism, industrialization and urbanization, some argue has alienated humans from their natural environment, creating a ‘rift’ in our ‘social metabolism’-

meaning the transformation of the material biophysical environment for the purpose of social reproduction (McClintock, 2010, p. 2). The ‘metabolic rift’ can be understood as having both a social, environmental and individual dimension, operating on multiple scales, and relating to the disruption of nutrient cycles and other biophysical processes, the divide between urban and rural areas, human and nature. The latter is closely related to the individual, and how the rift has dislocated the self from the fruits of one’s labour (ibid.).

‘Biophilia’ is another way to describe this metabolic rift. According to Grinde & Patil (2009), biophilia is understood as humans evolutionary developed need for interaction with natural environments and is associated with well-being and health. Reduced contact with natural elements can be understood as a mismatch, or a discord of how we were genetically designed to live, and hence have a negative impact on the human mind (ibid.). Thus, increased interaction, or simply visual contact (Fjeld & Bonnevie, 2002) with nature can presumably motivate changes in cognition and emotion, and may impact stress levels, health and well-being (Grinde & Patil, 2009, p. 2332).

Increased interaction with natural environments impacts urban dwellers health and well-being. Engaging in gardening or similar nature-interaction activities through for example horticultural therapy (HT) can have beneficial effects emotionally (self-worth; acceptance), socially (sharing; talking), physically (fine motor; exercise) and intellectually (knowledge; skills) (Relf, 2006, p. 9). Even though HT is treatment based, one can also argue that the same benefits can occur for a ‘healthy’ patient and have benefits towards increased well-being and quality of life. Understanding health as something beyond the absence of sickness also contributes to the beneficial possibilities of nature interaction on health and well-being (Hartig et al., 2014), drawing on salutogenetic principles for health promotion (Lindstrøm & Eriksson, 2005; Maass et al., 2017; Suominen & Lindstrøm, 2008). Through descriptions of pathways from natural environments to health and well-being contact with nature can enforce and enhance air quality, physical activity, social contacts and reduce stress (Hartig et al., 2014, p. 213).

Stress mitigation and attention restoration are essential benefits of human interaction with natural environments (Kaplan, 1995, p. 180). Nature’s restorative quality is characterized by factors like absence of noise, but also through appreciation for nature’s visual qualities; a functional aesthetic response (Hartig et al. 2014, p. 217), similar to the theory of biophilia.

However, also spontaneous attention triggered by nature's interesting aspects can be said to induce "rest for a fatigued neurocognitive inhibitory mechanism" (ibid., p. 217). As human beings our cognitive function and ability to focus on a task that requires effort can become fatigued (Ohly et al., 2016; Kaplan, 1995). Directing or volunteering attention to something which has little, or no motivational draw can induce this attention fatigue and is commonly associated with urban lifestyles (Ohly et al., p. 305). To restore this cognitive capacity human beings benefit from taking time out from demanding tasks related to modern life and spend time in natural environments.

According to Attention Restoration Theory (ART) nature environments can offer four restorative qualities that all contribute to restorative experiences. These are the feelings of "being *away*" from everyday stresses, "experience expansive spaces and contexts" (*extent*), "critically experience stimuli that are softly *fascinating*" and "engage in activities that are *compatible* with intrinsic motivations" (Ohly et al., 2016; Kaplan, 1995). Natural environment's added visual value can have additional benefits to attention restoration (Ohly et al., 2016, p. 306). Also, it has been stated that for many people functioning in natural settings requires less effort than functioning in more 'civilized' settings (Kaplan, 1995, p. 174). Hence, spending time in natural environments can have restorative effects on people. Which again can be hypothesized to function as contributors to quality of life.

Exploring the relationship between quality of life and participation in UA can provide an incentive for sustainable urban development and policy making. Understanding UA as having the potential to promote health and exploring in what specific ways it can do such a thing have the potential for enabling sustainable policy making. Little research has been conducted on the relationship between green urban space and health in a Norwegian urban setting (Ihlebak et al., 2017), and urban agriculture is also quite a new term in Norway (Bernhoft et al., 2017). To my knowledge, context specific research on the phenomena, related activities, impacts, benefits and motives are also slim and un-accounted for to a large degree. The knowledge of these context specific and place-specific factors is crucial for developing a framework for urban development for a more sustainable way of life. Which in turn can contribute to a holistic approach for sustainable urban design, combining socio-cultural and ecological sustainability (Oktay, 2012).

Hence, the overall objective for this thesis was to explore the relationship between urban agriculture and (enhanced) quality of life. The main research question was: In what ways does participating in urban agriculture influence participants' quality of life? This objective was addressed by four research questions:

- How does participating in urban agriculture influence life in a positive way? (photovoice method)
- What are the perceived benefits from participation?
- How does participation impact daily life?
- What are the motivations for participating?

Assuming that by addressing these questions, one enables the participants to voice their experiences in their own words, highlighting what is meaningful to them in their daily life, and in participating in urban growing.

2. Research strategy and methodology

Quality of life is understood as the subjective interpretations of one's life as good (Næss, 2011), and as an individual construct (Carr & Higginson, 2001). It has to do with a single person's psychological well-being, meaning the experience or sensation of being in a good place, of having a foundation of joy (Næss, 2011, p. 18). Quality of life is derived from positive emotions like joy, love, enthusiasm, confidence, satisfaction and self-realization (ibid.). In this research quality of life in a compact urban environment is understood as impacted by the natural environment, available resources, infrastructure, landscape and people, and rated in terms of how urban dwellers attach meaning to their surroundings and how they generally perceive their lives. Understandably, something that can be a resource in one area or social group might not be the same for other areas or social groups, and individual characteristics also influence to what degree a resource is valued as such (Maass et al., 2016). The context specific urban environment determines the health and well-being for its inhabitants and should be understood in terms of both context and individual uniqueness.

In measuring quality of life, the individuals under study should be able to voice their unrestricted point of view. Quantitative methods like survey questionnaire might restrict the

individuals choices (Carr & Higginson, 2001). Therefore, a qualitative research strategy and a phenomenological methodology were chosen for this particular venture. The goal was to obtain rich descriptions and the meaning of the lived experiences of the participants, hence the phenomenological approach (Stanley & Nayar, 2015). It was an exploratory single case study building on the ideas of Yin (2003; 2009), understanding the phenomena as not distinguishable from its context (ibid., Hancock & Algozzine, 2006). In the case of exploratory case studies fieldwork and data collection are often undertaken prior to the final definition of study questions and hypothesis. The research at hand was not conducted in this manner, however it functions as a type of pilot research in context of the overall project of “Cultivating Public Space”. The project might also be seen as similar to Poland & Dooris’ (2010) ‘setting approach’ calling for a more holistic and whole system approach where both sustainability and health promotion are seen as interlinked and not separated. Incorporating ‘starting where people are’, ‘rooting practice in place’, ‘socio-political analysis’, ‘focus on strengths and successes’ and finally ‘building resilience’ (ibid., p. 289-91).

The highly qualitative character of the research conducted gave a window into the participants’ unique experiences. The chosen methodology catered to the individual character of the quality of life concept (Næss, 2011). Quality of life has been understood as something subjective, interpreted by the participants themselves, not by imposing already set frameworks for the concept on the data material. According to Carr & Higginson (2001) measuring quality of life by applying standardized models and preselected domains fail to take into account the uniqueness of individuals, and thus these are rather measures for general health status than quality of life (ibid., p. 1357). There are some general measures that are normally included in quality of life analysis, however the degree of importance of these measures are dependent on the individual and can differ according to culture, background, age and other socio-economic factors. Focusing on measurements of quality of life centred around the individual are essential to gaining accurate results (ibid., p. 1357-60). Having the participants choose their own means to portray UA participation’s influence on their lives through pictures enabled this individuality.

Case study does not imply any preferred methods for data collection (Yin, 2003; 2009), and this worked well with regards to the research objective and working with mixed methods. Methods for data collection comprised of photovoice, focus group, and semi-structured interviews aiming at facilitating the participants’ descriptions of their life world with little

impact from the researcher. It also contributed to gathering diverse data (Richards, 2006). For the same reasons the chosen method for analysis was conventional content analysis with an inductive approach, based on the framework of Graneheim & Lundman (2004) and the ideas of Hsieh & Shannon (2005).

Case selection and presentation

Oslo has an extensive history of farming within its city limits, and allotment gardens and parcel gardens have for a long time been a part of how the urban population are given access to food (Bernhoft et al., 2017). Also, school gardens have been widespread amongst the city's elementary schools. During the Second World War, food was produced in public parks and all available green space was utilized (Hjeltnes, 2003). In recent years the interest for urban farming has flourished anew. Parcel gardens and allotment gardens are again extremely popular and have long waiting lists (Bernhoft et al., 2017; Haavie, 2011; Norsk kolonihageforbund, 2018). Growing food in the city is commonly associated with sustainable urban development and seen in contrast to the modern food regime with increasing food miles and less circular use of resources (Bernhoft et al., 2017; McClintock, 2010).

Densification and urbanisation threaten also Norway's preservation of urban green spaces (Haavie, 2011; Ihlebæk et al., 2017; Thorén, 2010). Understanding urban green spaces as multi-functional needs to be taken seriously in urban planning and development (Thorén, 2010). In Norway some of the major health challenges are related to unhealthy lifestyles and identifying what contributes and promotes healthy lives is important (Ihlebæk et al., 2017).

Oslo municipality wants to put UA on the political agenda. In 2014 the County Governor's office published a report on urban agriculture called "Urbant Landbruk – bærekraftig, synlig og verdsatt" pointing to the importance of UA both for a socially, economically and ecologically sustainable city (Forsberg et al., 2014). This has been followed up with increased political will to develop further the capacity of UA in Oslo, and in mapping out the possibilities for more urban agriculture within city development. This echoed both in the municipality's involvement in the "Cultivating Public Spaces"- project, and in their recent report and urban strategy "Spirende Oslo" (Bymiljøetaten, 2017). The "Spirende Oslo"-strategy has two main goals; making Oslo a greener city, and making Oslo a more inclusive

city where green meeting places are created through urban growing (ibid.). Oslo is also the “European Green Capital” of 2019 (Drake et al., 2017), thus sustainability is on the municipal menu in the years to come.

The municipality’s political will is also projected through how they provide a grant for supporting urban growing initiatives. In 2017 there were NOK 2 million available (Oslo kommune, 2018a). The UA grant has the purpose to promote urban agriculture as a part of the municipality’s focus on environment, climate, public health, integration and entrepreneurship (Songedal, 2017, p. 2). The municipality defines UA as biological production of food and useful products in an urban environment, including the growing of plants, animal husbandry, aquaculture and beekeeping (ibid.). Since the thesis project took place within the city of Oslo, this was the definition of UA used throughout this work as well. Below is a customized map of all documented urban agriculture initiatives in Oslo, dated March 2018. The map was made at the preparation stage and is a part of the situation analysis of UA in Oslo. Resources used to make the map were mostly internet-based (Norsk kolonihageforbund, 2018; Oslo kommune, 2018a; Parsellhager, 2018), in addition to information acquired through the “Cultivating Public Space”-project group (the project group hereafter) and interaction with Oslo municipality. Understandably, there might be initiatives that are unaccounted for, however this map was made as a tool for comprehending the scope of UA in Oslo and can certainly be improved.

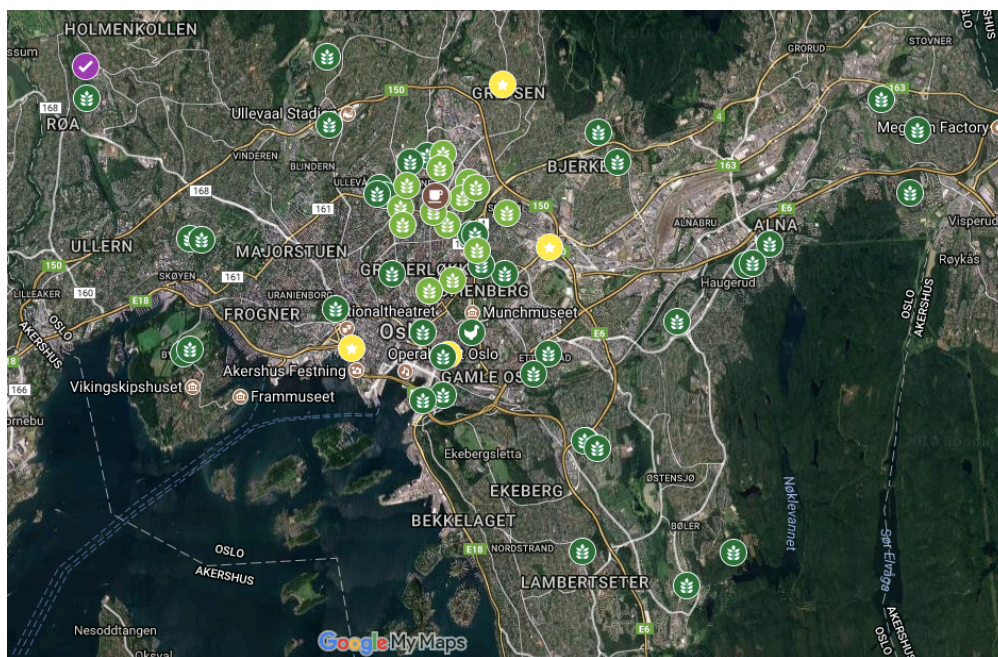


Figure 1: Map of urban agriculture initiatives in Oslo

In figure 1 the green markers represent urban agriculture initiatives in Oslo. The yellow markers are actors where no direct growing is happening, and these are Bymiljøtaten in Oslo municipality, Kooperativet A/S, the County Governor's office and the Norwegian Farmers Union. The purple marker is the location of the case at hand, Voksenenga Nærmiljøhage.

The screening for cases was done in collaboration with the project group, and with assistance from Oslo municipality. The municipality had in 2017 processed several hundred applications for the UA grant, and were familiar with many of the existing initiatives in Oslo. The criteria for cases was developed by the project group and taken into account when choosing a case. The case initiative had to be public, i.e. open to people, also non-participants, and it had to be located in an urban or densely populated (compact) area within Oslo municipality. In addition, the aim for this research was to look at a 'best practice example', a.k.a. purposively choosing an optimal example where it was most probable to see a coherence between UA and quality of life (Richards, 2006, p. 75).

A few initiatives were contacted, but some were not consistent with the criteria, like for example not being urban enough. Also, it was important for me as a researcher that the members of the initiative were interested and eager to take part in the research. The initiative at hand was chosen at recommendations from Oslo municipality as a new, and presumably socially sustainable initiative.

The case: Voksenenga Nærmiljøhage

Voksenenga Nærmiljøhage is a community garden situated in the city district of Vestre Aker. In the map presented in figure 1 it is marked in purple, and below is a satellite photo of the area. It is a fairly new initiative and has only had one operational season. However, the project manager is a well-known actor in the UA-scene in Oslo, and the aim for the project is highly focused on public health and community-building as well as the growing of food (Voksenenga nærmiljøhage, 2018). It is a combined allotment and community garden, and Voksenenga has both volunteers working in the community garden and parcels (allotments) with parcel owners. The season of 2018 they will also have shareholders who can contribute with workforce in exchange for produce from the community garden. All together they are

approximately 50 members, from 27 different nationalities (Focus group interview, 8th February 2018). They host ‘open garden days’, ‘green joy’ (‘grønn glede’), have school classes and kindergartens visiting, and on a principle everyone is welcome to use the garden as long as the gate is open. As the focus is mainly on community building and public health, the activities are also conducive to this. All the equipment is for everyone to use, and there is a ‘campfire pan’, a pizza oven and a community kitchen located in the garden, encouraging collective activities.



Figure 2: Satellite photo of Voksenenga (marked in red)

Voksenenga is situated in a densely populated area. The district of Vestre Aker ranges from the border of Majorstua in the central city area, to Nordmarka and Holmenkollen. It has approximately 47 000 inhabitants and includes areas like Røa, Hovseter and Voksen (Oslo kommune, 2018b). As shown in the photo above Voksenenga is situated next to Voksen church and close to Voksenåsen and Voksen School. It is also a part of the area of Hovseter, which in the period of 2018-2021 is part of a ‘områdeløft’ called “Hovseterløftet” aimed at enhancing public health through developing and visualizing local resources, and

strengthening and stimulating collaboration between actors (Bydel Vestre Aker, 2018). Hovseter has the largest percentage of inhabitants with migrant background in the district, and also the largest percentage of small children (0-5 years old) and elderly (80+ years old) (ibid., p. 5). Hovseter is said to be lacking in central social meeting places and has few locations for hosting events etc., which apparently is in demand by the population. However, in bordering the forest, there are quite a few green spaces and recreational areas. In this respect Voksenenga is mentioned as a resource (ibid., p. 6).

Data collection

The initial process of data collection started in December 2017 when first contact with Voksenenga was made. After establishing the collaboration with the project manager, she helped with reaching out to potential participants from the initiative. Together with the request for joining the project they received an information letter, including the process, purpose and methods for the research, in addition to a consent form. The goal was to gather eight-10 participants to take part in photovoice and focus group workshop. In the first meeting with the project manager we jointly came up with the criteria for the choice of participants. These included no preferences to gender or age, however aimed for enthusiastic and involved participants, and again ‘optimal examples’. The project manager reached out to potential participants, as it was somewhat challenging to receive responses at this time of year. All together, seven participants wanted to participate, including the project manager.

Data collection consisted mainly of the photovoice method, including focus group. The participants were asked to take pictures that represented the positive aspects of their UA participation, and presented and discussed these pictures in a focus group meeting. Following the focus group three participants were also interviewed. Here they had an additional opportunity to add information to the data. The focus group also functioned as a “briefing” of the process, as it was the first meeting with the participants as well as the main data collection activity. The “briefing” process elaborated from the ideas of Kvale (1997) and was crucial for both the participants and myself in order to clarify the purpose of the project, to answer any questions, and to build rapport. The “debriefing” was perhaps less concrete, as the participants were not as present at the end of the project. However, contact with the participants was

upheld as much as possible throughout the process. “Brief” and “debrief” was also used during the interviews.

As mentioned the participants received an information letter, consent form, and later also an invitation and program for the workshop, after they had agreed to join. These are attached in appendices 2 and 3. The methods were chosen for the purpose of gaining a rich description of the participants’ experience in doing urban agriculture, and to form a valid result on the basis of letting the data speak for itself as much as possible. Below is a timetable of the process as a whole.

Fall 2017	Preparations	NSD application	Approved thesis proposal
December 2017	Initial contact with initiative	Information letter sent to participants	
January 2018	Meeting with project manager	Invitation to workshop sent out	Received pictures from participants
February 2018	February 8th focus group workshop – first meeting with participants at Voksen Church	Transcription of focus group	One-on-one interview with parcel owner
March 2018	Interview with two parcel owners	Transcription Initial analysis	Analysis of transcribed data
April 2018	Writing up results	Checking in with project manager	Control analysis
May 2018	Writing up final thesis document		15th of May thesis hand in

Table 1: Timetable of research process

Participants

During the workshop with the seven participants the conversation flowed on its own, and we managed to keep within time. More participants could have been confusing and distracting. The participants were parcel owners, except for two non-parcel owners present - one volunteer, and the project manager. Many of the participants had smaller children in either primary school or kindergarten, but there were also some participants who did not have young children. One parcel owner had two grown sons, and the other had adult children as well as smaller grandchildren. The group had an age range from around 30-years of age, to 70. I did

not ask the participants to answer any questions regarding their background, socio-economically or culturally, as I felt this could feel too intrusive, and go against the purpose of the workshop; namely creating a comfortable atmosphere and minimizing researcher's influence. Also, many of these factors revealed themselves naturally during the conversation and did not require direct probes.

Photovoice

The method of photovoice was chosen in order for the participants to be free to express themselves how they like (Warne et al., 2013). Photovoice entails using pictures as a vehicle for generating information and discussion, and it is defined as an arts-based qualitative research method, usually used for community-based participatory research (Delgado, 2015). In this research venture the method has been used in its most basic form, and as a tool for motivating the participants to think on how UA influences their lives.

The participants were asked to use pictures to answer the question “How does participating in urban agriculture influence your life in a positive way?”, i.e. taking or choosing approximately three pictures that represented this connection. There are several other additional requirements one can apply to the use of this method, especially with regards to equipment and quality of the photos (PhotoVoice, 2018), however, these were disregarded to a large degree in this research. The participants were allowed to use older pictures, like mentioned above, because of the time of season for data collection. We discussed during the screening of participants, that the quality of the pictures was not a factor, as it was agreed not to demand too much technical/digital knowledge from them, and to make it as easy as possible to complete the task. However, the participants were informed about ethical considerations to keep in mind when choosing/taking the photos (PhotoVoice, 2018; Wang & Redwood-Jones, 2001). The pictures that did not apply to these ethical considerations will not be used in future publications or further in the research project unless consent is given by the third parties in the pictures at hand. Copyright for all the pictures are owned exclusively by the participants who took them, however they were asked to sign a consent for the pictures to be used in the research publication. They have the right to withdraw this consent at any time they wish (PhotoVoice, 2018).

The participants presented and discussed their photovoice pictures in a focus group. The information and instructions about the photovoice method was given to the participants in the information letter. They had approximately a month to find or take pictures to present in the focus group workshop. In the focus group the participants presented their pictures, why they had chosen them, but also reflected together on similarities and commonalities between them. “Pictures taken by the participants as part of data collection to then be shared with others, is a means of minimizing researcher interpretation of participant’s voice” (Rieger & Shultz, 2014, p. 136). Meaning that allowing the participants to share with each other and co-reflect contributed to minimizing my impact as a researcher. In addition, the interaction between participants has the ability to produce other valuable data that could otherwise be difficult for a sole researcher to uncover, and some might say it allows for a less exploitive dynamic than more traditional methods (Montell, 1999, p. 44). As such, combining photovoice with focus group can function as a way to create awareness of certain social forces, or otherwise ‘invisible’ factors through a collaborative process (Asaba et al., 2015, p. 159).

Focus group and additional data collection

The focus group formed the foundation for the data creation and collection. As mentioned above, photovoice and focus group are two methods well-suited for using together as they are both ways of understanding the participant’s meaning and interpretations (Liamputtong, 2011). They can also enable the researcher to uncover otherwise ‘hidden’ knowledge through the interaction between participants (ibid.; Asaba et al., 2015; Montell, 1999). Liamputtong (2011) stated that there is a need for a comfortable environment for the conversation to flourish, and for there to exist both intra-personal and inter-personal debates.

The photovoice focus group was hosted at Voksen church on February 8th 2018. The garden is not associated with the church per se, but use their facilities when needed, such as for this focus group. Voksen church is located in proximity to the garden. In addition to the participants I brought with me two colleagues to help with note-taking and evaluation of preliminary results. Facilitating the workshop was myself, and the workshop took place between six o’clock and nine p.m. It was a cold and snowy winter’s night, quite a contrast to the subject of cultivation.

All of the participants except one had sent me their pictures beforehand, and these were printed out before the workshop. Additional photos provided by the project manager were also printed for the final participant to choose from. Some of the participants had also chosen more than three pictures, but this did not affect the time spent on presentations. As mentioned, focus group as a method has the purpose of being collaborative in its character (Montell, 1999). Hence, the workshop was designed for the participants to be able to both voice their own perceptions of being in the garden, but also converse together about the benefits of participation. First, the participants all presented their pictures one by one, but they were in addition encouraged to comment on each other's pictures or ask questions. From this the conversation grew. Following the presentations and a break, the participants were asked to talk amongst each other about common denominators of their pictures and experiences and try to identify some themes. This was done in order to enhance the collaborative character. The conversation between the participants progressed mostly on its own, and there was little need for the researcher to moderate. Contributing to little direct influence or leading questions from my stance.

During the "debriefing" of the focus group the participants were informed about the possibility to partake in an interview. The purpose of which was to add information the participants might not have had a chance to voice during the focus group. In their consent forms they could tick a box for wanting to be interviewed. Five of the participants showed interest in this, all of them were contacted, and three were interviewed. These interviews were semi-structured and built on "the half-structured life world interview" (Kvale, 1997, p. 21). In these interviews the goal was to gather descriptions of the interviewees life world, and also looking at the interpretations of the described phenomena. These followed no explicit interview guide, but aimed at addressing the three additional research questions: what are your perceived benefits from participating in Voksenenga?; how does participation impact your daily life?; What are your motivations for participating? Prior to conducting the interviews, the pictures and transcripts from the focus group were looked through in order for me to remember what they had already valued as important.

The two semi-structured interviews conducted differed some in character. The first was conducted in a café with one parcel owner. The café was quite busy, even though it was during the day on a weekday. This might have affected the tape recording, and some of the background noise influenced how well the participant heard my questions, but also some of

the following transcription as I could not always hear what was being said. Luckily, I took notes straight after the interview, and transcribed the following day. In the “briefing” of this first interview, the participant was asked if it was OK for me to record the session, and the first question was if she had thought of anything to add to the information from the focus group.

The second interview was conducted with two people in their home. This made for a more relaxed atmosphere, and also perhaps enabled the participants to feel more comfortable. One of the interviewees had not been present in the focus group, so the interview was split in two. First, we had a “briefing” of what had happened in the focus group, followed by a run through of the pictures this parcel owner had chosen. Later we had a meal, and I sat down together with both of them. This interview followed a dual purpose of catching any additional information from the participant who had been at the focus group, and also understanding the other participants’ experiences in the garden. This session was also tape recorded, and it was transcribed the next day.

Ethical considerations

The goal of the research is to do no harm (Fluehr-Lobban in Bernard & Gravlee, 2015; Silverman, 2013, p. 161). Since case study relies on contemporary, in-depth, behavioural research (Yin, 2003; 2009) its reliability and validity is also connected to sensitivity towards the subjects involved. Participating should be voluntary (Silverman, 2013, p. 161). In conducting the research, I found it crucial to state this explicitly for the participants as well. In the information letter, the consent form and the invitation to the focus group anonymity was guaranteed. In addition, data collection approval (NSD) and voluntarily participation was stated, and they were also informed that they could withdraw at any time without any consequences (see appendix 2-4). This could strengthen the credibility of the research (Bernard & Gravlee, 2015). Doing no harm also included not being deceiving when presenting the research goals, methods and project, and acting impartially, responsible and professionally (Fluehr-Lobban in Bernard & Gravlee, 2015, p. 149). This was upheld in how the project was presented in detail both at the workshop and in the letter sent out beforehand, as I wanted to be transparent about the process. Having the UA project manager’s metaphorical stamp of approval also helped strengthen the credibility of the research, both in

terms of the data collected, but also in terms of the project itself. See appendix 1 for contract between the project manager and student researcher.

The ability to be reflexive is important when considering ethics, but also related to reliability and validity. We need to reflect on interactions; both in terms of engaging with the participants, and in terms of collecting data on a more general basis. We also need to be able to recognize and modify behaviours if necessary (Trotter in Bernard & Gravlee, 2015, p. 364). When transferring this to the methods used, and general flexibility in the project, it applied especially to the interview settings, because a part of a phenomenological approach implies listening unprejudiced (Kvale, 1997). Therefore, reflecting on prejudices and flagging them as they arrived was crucial. Prior to the focus group a list of potential ‘pitfalls’ was written in order to suspend some of these preconceptions about the focus group, but also about my own abilities as a researcher. The reliability and validity of the research will be further discussed at a later stage of the paper.

Data analysis

The data material was analysed using Graneheim and Lundman’s (2004) method for content analysis together with Hsieh & Shannon’s (2005) conventional content analysis. The idea behind conventional content analysis is deriving the coding categories directly from the text data (ibid.), and meaning units (Graneheim & Lundman, 2004). Using and understanding conventional content analysis as basing itself on participants’ unique perspectives and grounded in the actual data motivated the choice of qualitative methods that enhanced the diversity of emotional reactions (Hsieh & Shannon, 2005, p. 1278-80).

The transcripts from the focus group and two interviews were read through several times in order to gain a sense of the whole. The unit of analysis being the transcription texts, but also the individuals who participated, as the unit of analysis for the data collection were the participants. This in order to avoid the ‘ecological fallacy’, i.e. drawing conclusions or making generalizations about individuals based on data about a group (Bernard, 2006). Because the focus group was two-fold, the analysis was conducted in several steps. First the participants presented their choices of pictures representing Voksenenga’s positive impact on their lives. Later the participants discussed commonalities of these effects. Because of this the

transcripts from the focus group were somewhat varied in their concreteness, and therefore they were analysed as two separate units of analysis, but also according to individual meaning units. The transcripts from the following two semi-structured interviews were also analysed separately. Later these individual differences and multiple analyses were merged.

After reading the transcripts several times five content areas (Graneheim & Lundman, 2004) were revealed, and the text was combined into one unit of analysis with all relevant data included. The relevant meaning units from each text analysis were chosen and combined by comparing similarities and differences. These formed the basis for the further condensation and abstraction from meaning unit to code, sub-category and category. The five content areas of the unit of analysis were; “characteristics of the garden”, “perceived benefits from participation”, “experiences from the garden”, “impacts on daily life”, and “motivations for joining”. These content areas functioned as lenses for different aspects of influence in terms of the participants descriptions of quality of life and UA participation.

The meaning units were chosen as relevant for the overall theme of UA participation’s effect on quality of life. It is important to note that the transcriptions were all written in Norwegian, the language in which the interviews and workshop were conducted. The meaning units were originally also in Norwegian, but were translated prior to being condensed. Condensing the meaning units involved remaining close to the text description and in relation to the manifest content (Graneheim & Lundman, 2004, p. 106-107), what was being said. At the next step the condensed meaning unit was abstracted and labelled with a code, which also included some of the latent content related to the context. The codes were compared with the purpose of looking for differences and similarities, and then sorted into 23 sub-categories. These sub-categories were used to inform six main categories. For example, the codes “Exercise”, “Physical accomplishment” and “Using the body in a different way” made up the sub-category of “Using the body”, which together with “Being outdoors” and “Using the brain” formed the main category of “Impacts on bodily health”. In the table below an example of how to get from a meaning unit to a category is presented.

Meaning unit	Condensed meaning unit	Code	Sub-category	Category
You get fresh air and sun. That is health	Getting fresh air and sun	Fresh air and sun	Being outdoors	Impacts on bodily health
No one has really mentioned exercise. It is really good exercise.	It is really good exercise	Exercise	Using the body	
I have done many things I haven't done in years. I have dug, carried dirt, cut plants and so on, a lot of physical labour. So that was good // I have a need to use my body and feel satisfaction by accomplishing something physically	Done physical activity, which she hasn't done in a long time // Satisfaction from physical accomplishment	Physical accomplishment		
[...] We are a little stiff now after the winter, but we will use our body in another way than what we are used to. At least the first month after we start to grow. And we'll notice how we become tired from it.	Stiff after the winter, but will use the body in a different way after getting started.	Using the body in a different way		
It has helped me to become a full time retiree, but still in activity [...] I had basically put my brain on hold, and it didn't take it, so then you can say that after a year at Voksenenga I am better than I was a year ago, even though I am one year older	Voksenenga as a place for purposeful activity and cognitive development in adapting to a new lifestyle	Improved cognitive function from being in the garden	Using the brain	
I have a need to be able to look up on the internet and figure out what I have done wrong, the more intellectual part of it	Finding out what has gone wrong by looking it up on the internet. The intellectual part of it	Intellectual problem solving		

Table 2: Example of analysis from meaning unit to condensed meaning unit, codes, sub-category and category

The sub-categories were in the next step grouped together and abstracted to form six categories. In appendix 5 more examples of this process are presented. In line with Graneheim and Lundman (2004), these categories have the purpose of being mutually exclusive. However, the complex nature of human experiences did not always allow for this. In the case of this research the categories were mutually exclusive to some degree and in relation to the context of the workshop and the respective interviews. However, many of the experiences narrated cut across several of these categories. In the next chapter these categories and sub-

categories will be presented, in addition to some examples of the cross-cutting effects some of the participants narrated in relation to the garden's positive influence on their lives.

Please note that the categories, sub-categories and further condensation of the meaning units are all subject to my interpretations as a researcher. Someone else might have chosen to value different aspects of the transcription text and ended up having somewhat different categories. The meaning units were chosen as to what degree I found them applicable to the theme of urban agriculture and quality of life. However, they were also compared to, and to some degree confirmed by the themes that arose during the final session of the focus group workshop. Appendix 7 includes notes taken by the researcher immediately following the focus group to portray the initial thoughts from the data collection.

3. Results

In table 3 the results from the content analysis are presented. The results consist of six categories that are all linked to the theme of relationship between quality of life and urban agriculture participation. The main categories are presented here together with their respective sub-categories, which were established from the codes, as shown in the process from table 2. “Leisure time and recreation”, “Personal accomplishments and development”, “A social environment”, “An arena for family and friends”, “Belonging to the local community”, and finally “Impacts on bodily health” are the six main categories for Voksenenga’s positive influence on the participants lives. In the following section these categories will be presented together with their sub-categories. Some of the participants’ photovoice pictures will also be included to further illustrate the examples.

Category	Sub-categories
Leisure time and recreation	<ul style="list-style-type: none"> • A break from everyday life • Aesthetically pleasing • Stress relief and relaxation
Personal accomplishments and development	<ul style="list-style-type: none"> • Ownership • A place for developing personal interests • Being creative • Satisfaction and pride from accomplishments
A social environment	<ul style="list-style-type: none"> • Sharing the experiences • Being social • Making friends • Being part of a community • Room for everyone • Helping each other
An arena for family and friends	<ul style="list-style-type: none"> • Spending time with the children • Observing the children’s experiences • The garden as an arena for visitors • Sheltered and safe
Belonging to the local community	<ul style="list-style-type: none"> • The garden as a public place • The garden as something to be proud of in the local community • Proximity
Impacts on bodily health	<ul style="list-style-type: none"> • Being outdoors • Using the body • Using the brain

Table 3: Results from content analysis, with categories and sub-categories

Leisure time and recreation

Voksenenga represented a place for leisure activities and recreation for the participants. This category was made up of three sub-categories; “A break from everyday life”, “Aesthetically pleasing” and “Stress relief and relaxation”. The category illustrates how the garden was a place for the participants to come outside of work and school, but also how the visual and physical aspects of the garden gave a feeling of serenity and not being in the city.

Coming to Voksenenga functioned as a contrast to modern society and an escape from everyday chores, according to the participants. For them, coming to the garden and doing something different than work impacted their life in a positive way. One parcel owner said: *“The joy from being in something different from one’s job maybe, that’s not for profit, so you don’t have to watch the time, it just something that’s for pleasure”*. Being able not to worry about the time or feeling pressure to perform added to the positive effects of participation and provided the participants with a feeling of being away. To get away from chores at work, but also to get away from TV screens, emails or technology in general. The participants appreciated putting on muddy clothes and boots, as opposed to their work attire, and the garden activities functioned as a contrast to modern society.

“That one can come here after a long day at work and just do something completely different. Get away from a screen, or get away from the phone, or email, and just do something as basic as picking stones or digging in the soil” - Parcel owner

The aesthetic aspects of the garden provided the participants with a feeling of serenity and not being in the city. Voksenenga is located in Hovseter, and borders to the forest, and there is also a small river running through the area. Even though they could see the “Hovseterblokkene”, Hovseter apartment buildings, the participants reported feelings of being in the country side. The rural atmosphere in the garden, and its scenery was according to some of the participants influential to this feeling of not being in the city. Many of the participants emphasised the beauty of the garden as a contributing factor for why they enjoyed spending time there.



Figure 3: View of the garden

About the view of the garden in figure 3 a parcel owner said: *“This represents the idyllic place, you know, late in the season. Most of the heavy work had been done. Now it was just to stay there and enjoy the fantastic surroundings”*.

The garden participants spoke about using the facilities for recreation and to re-charge, and seemed to enjoy coming to the garden to de-stress and relax. In addition to the aesthetically pleasing aspects of the garden the parcel owners and volunteers also reported that they enjoyed the peace and quiet they experienced there. They could visit the garden without doing much else than “watching the grass grow” or “sit and watch the sunset”. In connection to the previously mentioned factor of being away as a break from everyday life, using the garden for stress relief and relaxation seemed to be of great importance. The calm atmosphere, peace and quiet was also connected to the feeling of not being in the city. One parcel owner said: *“It’s very nice to come, maybe pick some weeds, and just sit and be, really. Get some peace and quiet.”*

Personal accomplishments and development

The participants felt ownership towards Voksenenga, and they enjoyed being creative at the same time as they experienced satisfaction and pride from their accomplishments. Being in the garden provided the participants with opportunities to act according to their own interest and values, as well as trying new things and develop new skills. Some of the participants were surprised by the results of their production, while others expressed pride in sharing their accomplishments with others. In general, it seemed like the participants were all proud to see how their efforts had paid off in transforming the garden from what it was at the beginning of the season last year, to what it became later in the year.

Voksenenga had their first operational season last year and are a newly established initiative. The preparation of the field was done by the participants themselves. Being a part of this starting phase and initiating the project was an important factor for many of the participants in developing a sense of ownership. Like one parcel owner said: *“It was actually inspiring to become a part of a project that had just begun, and I felt some ownership. I wanted to make it a success [...]”*. The fact that the field at Voksenenga was uncultivated meant that there was quite a lot of work to be done. All of the participants spoke passionately about how much stone they had to pick in preparation of the soil, but this work in the beginning contributed to establishing ownership towards the garden. One parcel owner spoke enthusiastically about the future and was optimistic about how the previous season was “a good start”.



“That’s my experience from last year, that it’s a good start, and it is connected to being a part of creating something new. [...] The carrots aren’t so nice, but it’s a good start, and then we’ll make something happen” – Parcel owner

Figure 4: “A good start”

Seeing the results from their efforts, and having their accomplishments acknowledged seemed to give the participants a sense of satisfaction. The previous paragraph mentioned the difficult preconditions for cultivating in Voksenenga. Witnessing how the field transformed from nothing to something green and abundant, encouraged the participants and they were surprised, but also overjoyed to see the results of their efforts. *“Everything was against us in the beginning”*, a parcel owner said. Contributing to changing the landscape in the garden not only added to the feeling of ownership, but made the participants proud of what they had accomplished. Many of them were also pleasantly surprised over how well their crop turned out, even though harvesting great amounts was not a key priority for some. Cooking and making food from what they had produced contributed to this sense of pride. The participants spoke of being happy to bring home fresh food from which they knew the origin. They saw direct results from the time and energy they had put in and accomplished to grow their own food despite the somewhat difficult conditions.

“I spent more money on growing my own vegetables than I would have going to the store, but it was worth it. I grew my own vegetables, I got to know what I ate, and it was fresh.” – Parcel owner



“I was not too concerned with the «matauk» in the first place, but I was very pleased when I got such great results[...] That vision from the stone covered field, or blue clay, where you thought nothing would grow... to that result, all the rain we had, it was despite of that... the result that came out of it. I find that to be a wonder.”

– Parcel owner

Figure 5: Result from kale production

Voksenenga provided the participants with opportunities to act according to their personal interests and hobbies. One parcel owner spoke about recently quitting a job. This participant was unhappy with the position and worked a lot overtime. When this participant and their partner signed up for Voksenenga it was mostly the partner who showed up for the “fellesdugnad”, the common chores, resulting in it becoming slightly more the partner’s project. When the season was in full bloom this parcel owner realized how much they enjoyed spending time in the garden, and growing had always been an interest for both the participant and the partner. This coming season this participant has rented another parcel, away from the current one, to be able to try new methods on their own. It seemed like this was something the participant appreciated, and he/she looked forward to being able to try new things in the garden.

This winter, Voksenenga also had a task they needed help with. The above-mentioned parcel owner had always wanted to try the skill specifically connected to the task at hand, and

recently resigning from the job provided extra free time in a normally busy schedule. The garden administration was happy to receive help, and this participant was given the opportunity to try out a new skill, which was something they had wanted to learn for a long time. This provides an example of how the garden is structured so that everyone can contribute. In this participant's case, and in many of the other participants' cases as well, the garden contributed to the development of individual skills, and also gave them an opportunity to act according to their interests.

Voksenenga furthermore represented a place for the participants to be creative. In terms of developing new skills, as mentioned above, but also in terms of adapting to changing weather, different conditions and logistics. Making room for pre-cultivated plants in the garden or building something together with other participants, are all factors that contributed to this creativity. One parcel owner said:

“[...] To make something, either growing vegetables or building something, or just making room for something in the garden. There is something creative there, which I think is very basic for human beings [...]” . – Parcel owner

The common garden activities are divided between work groups who have different responsibilities, which foster creativity, but the growing in itself also seems to be of importance in developing and motivating this creativity for the participants. Many of the participants also spoke of being creative in terms of cooking with the produce from the garden, using different ingredients and making use of what they had. One parcel owner and one volunteer both spoke of how they had started making more food from scratch and experimenting with ingredients. Food and cooking seemed to be something many of the participants appreciated.

A social environment

The garden provided a social environment. Participants, independent of age, spoke of how they enjoyed social interaction in the garden. Whether it was through meeting new friends, neighbours, or old acquaintances. Sharing experiences through picking stones, hosting “open garden days”, and motivating each other with enthusiasm were highlighted as important. Also

helping each other without asking, and experiencing the garden as a place for everyone, despite background, created the basis for this social environment.

Through sharing different experiences, the participants reported a gained feeling of cohesion. Contributing to others having fun in the garden was an important factor for one participant in particular, and another spoke of how it was much more fun to do something together, than alone. All of the participants experienced how doing simple things like picking stones or shovelling cow manure gained increased value when doing it together with others. Coming together to conduct a task created cohesion among the participants and formed a basis for building relationships. One participant said:

“You’re neither fond of stones nor rain, however it’s good memories nonetheless. I got to know a lot of new people, most of whom live in the area, whom I don’t think I would have gotten to know elsewhere.” – Parcel owner



Figure 6: Preparing the field

Voksenenga was valued as a social place. Besides sharing experiences, the garden was also a place for the participants to engage in simple conversation or basic social interaction. One volunteer, spoke of how they had many enjoyable conversations in the garden the past season, and one parcel owner spoke of feeling “dragged into the social”, but how it also gave the experience an added value beyond just having a parcel. The participants valued having the opportunity to be social with the other participants, and the common purpose of growing food provided them with an infinite conversation topic. Coming to the garden was social irrespective of the number of people there, one parcel owner said.

The participants valued being a part of the Voksenenga community. The garden’s official title is “Voksenenga nærmiljøhage”, or Voksenenga Community garden. Its focus being to have shared responsibility of the communal activities, and to be more than ‘just’ a parcel garden. The project manager at Voksenenga emphasised how their ambition is to make everyone feel welcome, and create a community within the garden, but also function as a meeting place in the local community. This characteristic was valued as important by the participants, as many mentioned how it was essential to have more than just individual garden plots. One participant drew connections between the garden community and a “Steiner school”-community of which they had previously been part of.

For one couple the community at Voksenenga became a place for them to feel welcome and build social relationships in the local community. They had moved to the area a few years ago and found it difficult to connect with other people in the area, and to “find their place”. The participants enjoyed being a part of the community, and for one participant there was an explicit link between quality of life and the Voksenenga community:

“I think that has to do with quality of life. That you in different phases of your life have a need to participate in something that’s not necessarily a job, or an individual hobby, but a community that triggers you both individually and socially, and Voksenenga has a really nice function like that.” – Parcel owner

The participants made friends at Voksenenga, and the common purpose of cultivation gave the participants incentives for doing so. Despite the diversity of backgrounds, age groups and professions the participants reported building relationships and making acquaintances. When they were in the garden everyone was in work clothes and boots and were there to grow

vegetables. In this way the shared responsibility and coming together across differences made for unexpected friendships, with people they elsewhere would never have met. One parcel owner said: *“I met people in all age groups, we barbequed and talked, we helped each other. It was a lot of fun for me. I met people I would never have imagined meeting”*. Another participant told a story of how they had met an old high school class mate, and others mentioned how they had met people whom they realized had children in the same kindergarten. It seemed like being at Voksenenga contributed to a lot of people getting to know each other, many of whom have become friends in a short period of time.

The participants also spoke of helping each other in the garden. Many of the participants mentioned situations where other participants had helped them out. Either it was when one parcel owner helped another move a huge stone from their parcel, or when one parcel owner went around to the different garden parcels to collect flowers to give to the project manager. Even though most of the tools are for everyone to use, the participants spoke of not always having everything that they needed. Helping each other then became an important part of sharing the responsibility of the garden. One participant, spoke very directly about this, and said: *“I think it’s OK to help each other, because you might need help tomorrow yourself. Most people understand that when you have been helped before, you return the favour.”* As such there was a reciprocity connected to the act of helping, which in turn reinforced the sense of community.

Voksenenga functioned as a neutral platform for interaction, as mentioned above. Despite the diversity of people, the participants shared the purpose of gardening, and everyone was in work attire and boots. These characteristics made for a value-neutral space according to some of the participants. A parcel owner said: *“[...] what we have in common is the garden, so then it doesn’t matter if you’re an accountant or a farmer from Eritrea”*. Several of the participants spoke about an Eritrean farmer, who had worked in the communal garden. Even though he did not speak the language, one volunteer enjoyed communicating with him practically and with gestures. They mentioned the quality of his work, and how they had never seen someone as efficient - putting their own efforts into perspective. One participant also expressed their amazement over the work ethic of the Eritrean farmer, and the inspiration he gave the other participants. This highlighted how there was room for everyone to contribute at Voksenenga, despite language or skill. In contrast to the very efficient Eritrean farmer, many of the participants also spoke of how lacking skill or prerequisites was no

obstacle. When they were picking stones, these came in all shapes and sizes, which meant that anyone, independent of strength, age or size could help. Everyone could contribute, and everyone was needed.

An arena for family and friends

It was important for the participants to be able to spend time with family and friends in the garden. The parcel owners and volunteers used the garden as a place to host birthday parties, have friends come visit, and spend time with their families. As many of the participants have younger children or grandchildren, bringing them along was an important part of their experience. They spoke the importance of the garden being safe and family friendly.

Spending time with the children in the garden was understood as important for many of the participants, and being able to bring them along was emphasised as a central factor. Having a parcel or being a volunteer in the garden also provided a purpose for doing something together with the children. A volunteer said:

“[...] it’s nice that the kids think it’s fun to go outside. Because us adults are very concerned with the kids spending time outside, but we just want to go for a walk. But here there is something happening all the time. At least when you’re many.” - Volunteer

Previously it was mentioned how everyone could contribute in the garden, independent of age or size, for example when picking stones. One parcel owner spoke of when they brought their grandchildren along in the beginning of the season last year, and they were to pick stones from the field. The fact that the stones came in all sizes facilitated also the grandchildren’s participation, as they too could contribute. Even though it was surprising to this participant how much they enjoyed it, it seemed like it was also a pleasure to be able to spend quality time with the children at Voksenenga.



Figure 7: Children in the parcel garden

“[...] Our two boys have loved to be in the garden. At the beginning, they didn’t really get the point, but very quickly they thought it was a lot of fun, and they still talk about it...” – Parcel owner

The parents felt joy from seeing how their children enjoyed being in the garden. One volunteer picked out a picture where their son holds up his first carrot and told the story of how his face lit up in doing so. One couple also spoke about how their children had been familiarized with new foods and were able to answer the question “what do you want to grow?”. A parcel owner said:

“A very direct effect of it is that they (the children) become interested in foods that they otherwise might not have been so concerned with. They get to know the food products in a completely different way.” – Parcel owner

Also, the participants spoke on several occasions about how their children were eager to go to the vegetable garden. Observing how the children experienced the garden and became interested in it was emphasized as being of high value to the participants.

When bringing their children/grandchildren the participants appreciated how the garden was safe and sheltered. In terms of the area, the garden is fenced in with a game fence, for keeping out wild animals. The field is quite flat and has an open scenery. According to participants this made for a very family friendly place to be, and they expressed no concern in letting their children run free around the garden. One parcel owner said: *“What they enjoyed the most was running around. Because the area is so big, but it’s fenced in, so it is very safe and open”*. The participants could bring their children to the garden, but they could also spend time cultivating and taking care of their plants, without worrying about the children’s whereabouts. One couple spoke about how the parcels are quite small, 5x5 meters, and how four people in that space could get quite crowded. For them it was important that the kids could run around, play on their own and meet other children without having to worry.



Figure 8: Birthday celebrations in the garden

In many respects the garden also functioned as the participants own backyard. Several of them spoke of how they had hosted birthday parties in the garden, or how they used to bring their families there instead of to their own homes. For example, for one parcel owner it was important to be able to use the garden when the entire family came to visit. This participant and partner lived in a small apartment, where hosting family events could get quite cramped. They used the garden for being together, and they spoke of spending time there also during the winter. Also, several other participants had stories of birthday celebrations in the garden. One said:

“[...] We celebrated our son’s birthday here last year and invited his whole class. You can’t do anything wrong here [...] It’s different from going to Leo’s playpen or those regular places. If you are to have 18 kids in one apartment, it’s pretty demanding. But here it’s perfect.” – Parcel owner

Being able to use the garden for social purposes like birthday parties was highly appreciated by the participants. Figure 8 was chosen for its representation of the garden as a social place. Especially during bigger events, like for example birthday celebrations.



Figure 9: Using the pizza oven

It was also reported as important for the participants to be able to spend time in the garden. One participant illustrated this with their pictures, and also with how they spoke about *“making a place in the parcel garden”*. For this parcel owner it was important that the garden became a place where they could spend time, but also bring visitors - in the chosen pictures both their children, daughter in law, and mother was represented. The garden also has an *“open door policy”*, which means that the participants are obligated to leave the gate open when in the garden, so that people can enter. As such, it would seem like having visitors both personally and generally is an essential part of the Voksenenga philosophy.

Figure 9 shows the pizza oven in use, and many of the participants spoke of the effect of the oven as being a place people gathered around. Also, a volunteer said: *“I could move to Italy and just eat Italian pizzas [...] It was worth every penny you spent on it.”*

Belonging to the local community

The open-door policy gave the garden a function in the local community. With its location near to the forest, and next to a public walking trail many people passed by. The participants spoke of interaction with people, and had several stories illustrating the local's curiosity.

The garden transformed a previously empty public space and made for more purposeful activity within the local community. Like mentioned when speaking of sense of accomplishment and pride many of the participants spoke of the great transformation that took place in the garden: From an empty field, to an abundant green space. According to one of the participants, who had passed the field several times prior to the establishment of the garden, the space had no real purpose. This participant said:

“And that this field, that we had passed so many times before, and always been like, what is this, just people walking their dogs. Too bad it's not something we can use, take pleasure in. But here it became a place for everyone. Not just the dog walkers.” – Parcel owner

For two of the participant, a public place for social interaction and meeting neighbours was something they had long missed. The garden established a public place for meaningful activity, and for the local community to meet. The project manager also spoke of how they hosted “green joy” and “open garden days” with the purpose of involving the local community in the gardening activity. The previously mentioned open-door policy also motivated interaction with the public, and many of the participants told stories of how they had engaged in conversation with curious neighbours, dog-walkers or joggers, especially the ones with parcels next to the fence.

Being proud of the garden was also linked to being proud of the area surrounding it, which was something the participants spoke of. Meeting neighbours at Voksenenga was also connected to pride towards Hovseter as an area, which according to some of the participants is somewhat stigmatized. Even though it is located in the West of Oslo, it is one of the poorer districts in the area as I understood the participants. One participant, spoke about a municipal initiative called “Hovseterløftet”, which focuses on elevating the area of Hovseter and the district of Vestre Aker. From what I have gathered from the project manager this initiative is

also involved in supporting some of the activities at Voksenenga that focus on the local population, like for example their school courses. Therefore, Voksenenga as a public place seemed to also be connected to a pride towards the place of Hovseter. A parcel owner said: *“Being proud of living in Hovseter is also connected to meeting each other at Voksenenga. I meet neighbours here, and we are proud to be both in Hovseter and at Voksenenga”*.

It was highlighted as important that the garden was local. Like touched upon in the previous paragraph the location of the garden added a sense of pride to the area, and it was in itself something to be proud of according to the participants. This related to the garden’s connection to the local community, and its proximity to the participants. Even though not all the participants spoke of the importance of the gardens location, some mentioned how it was important that there was little travel time to the garden. From what I gathered, many of the participants lived close to the area, either at Hovseter or Røa, and several of them spoke of having heard of the garden through the local paper. A parcel owner said: *“It was actually super important that it was local. As a father of small children, you don’t have time to travel to do anything”*. It would seem like the participants appreciated having the garden located within proximity of their homes.

Impacts on bodily health

Being in the garden apparently had an impact on the participants bodily health. Many of the participants spoke of how they used their body in new or different ways, or how they noticed a change in the way they used their minds. Also, several of them talked about the pleasures of being outdoors and in fresh air.

According to the participants being exposed to fresh air and sun was healthy. The participants seemed to agree on the fact that being outdoors was good for them. Spending time working in the garden made it, according to one parcel owner, impossible to be angry or frustrated. Another said: *“[...] You get fresh air and sun. That is health”*. Being outdoors in the fresh air was mentioned by many of the participants in connection to the scenery, and how it felt rural, like not being in the city. Hence, this sub-category is linked to the previously mentioned category of leisure time and recreation.

The garden also functioned as a place for physical activity. In the final stages of the focus group the subject of exercise was mentioned. This prompted a conversation about how being in the garden was good exercise and fostered physical activity. Previously the participants had made several connections between cohesion and stone picking, but also recollected how it was quite physically demanding. Additionally, many of the participants had soil delivered as the ground in some cases was too challenging to grow in, which involved many trips with the wheel barrow. One participant said: *“I have done many things I haven’t done in years. I have dug, carried dirt, cut plants and so on, a lot of physical labour. So that was good”*. This participant also mentioned how they had a need for using their body and accomplishing physical tasks, which apparently Voksenenga contributed to. It seemed like the participants agreed on how they used their bodies in a different way than usual when working in the garden.

The activities in the garden involved intellectual problem solving and fostered cognitive development. One participant talked about recently experiencing a lifestyle change and had difficulties filling the time with meaningful activity. Talking about their situation this participant mentioned aspects of passivity and of problems with remembering things, which prompted a trip to the doctor to have tests done. After one year they went back to the doctor, and this was also after getting involved in Voksenenga. According to the participant’s doctor the results were enormously improved, and there was no longer any cause for alarm. Speaking about their participation in Voksenenga this parcel owner said:

“It has helped me to become a full time retiree, but still in activity [...] I had basically put my brain on hold, and it didn’t take it, so then you can say that after a year at Voksenenga I am better than I was a year ago, even though I am one year older”. – Parcel owner

This participant identified Voksenenga and the associated activities as the reason behind the improved memory. *“I have a need to be able to look up on the internet and figure out what I have done wrong, the more intellectual part of it”*. In terms of this intellectual problem solving, many of the participants also mentioned how they enjoyed the direct and simple character of the activities, but at the same time being challenged to develop new skills.

A cross-cutting example

Some of the participants' stories covered more than one category. The meaning units were at times difficult to divide without them losing meaning, and without separating them from the context of which they were situated. In those cases, the applicable meaning units were "placed" in the sub-category and category which was most appropriate, even though perhaps applying to more than one. The complexity of the quality of life concept and also the many layers of the participants' experiences in the garden influenced the meaning unit's degree of uniformity. In order to illustrate this an example will be presented.

I previously mentioned the story of one participant whom had difficulties adapting to a new lifestyle. This participant told me the story of how they had improved their cognitive function by participating in Voksenenga. The tasks they did, and problems they solved influenced their mental capacity, but also gave this participant the opportunity to accomplish something physically. The changed everyday life left much free time, and even though they spent less time reading books and taking walks with friends, this parcel owner spoke of how participating in the garden contributed to a more active and mentally challenging lifestyle. The participant said:

"So, you can say that Voksenenga has become this foundation for me. That, no, it's not like you can't learn something new, it's not best to just stop completely and enjoy life. That's actually dangerous, for the head and the body, everything. There needs to be something that holds you, and you are dependent on something outside yourself to drive your engine". – Parcel owner

Using creativity in the garden and managing both physical and intellectual tasks contributed to a newfound confidence to take on other responsibilities, also outside of Voksenenga.

This participant also spoke of how they had experience from spending a lot of time on farms growing up. Participating in farm activities was an important part of their childhood, and represented an environment where everyone was needed, and everyone could contribute. Much like the experience from Voksenenga. For this participant it was important to share this experience with family and being able to spend time with them in the garden was essential. Much because they had little room at home, but also because the children seemed to

appreciate coming there. In the garden this participant was also able to take up an interest in botany. Something which also could be shared with the family as some of this participant's adolescent family members were excited to receive “[...] *the shortest travelled vegetables they had ever eaten*”.

This example illuminates the complexity of the participants' experiences of being at Voksenenga. The above-mentioned participant's stories illustrate how all the categories are interlinked and connected. This parcel owner had a very concrete example of how the garden had impacted bodily health, both physically and mentally. Coming to the garden meant working with botany, a personal interest, but also meant being creative and gaining confidence and pride from their accomplishments. Meeting old friends, and making new ones made the garden a social environment, and also a place to share with family and friends. This participant also spoke of a relationship to Hovseter, and how Voksenenga contributed to enhancing this sense of pride for the area. Bringing the family to spend time in the garden contributed to being able to share past experiences of working on farms, and seeing how they enjoyed being in the garden was said to be a great joy and surprise for this participant. Lastly, Voksenenga became a purposeful activity during what was characterized by this parcel owner as “similar to a depression” after a changing lifestyle.

Other areas of importance for Quality of Life

Within the content area of “characteristics of the garden” some of the material was included in the analysis. For example, the scenery, the feeling of not being in the city, how it's sheltered and safe, and how it has a place in the local community through its open door policy and public events. However, many of the participants also highlighted the organizational structure of the garden to be of great importance. One parcel owner said: “*Don't underestimate the leadership of a project like this [...] Very important for the quality of life for everyone. Including. Open*”. Also, another parcel owner spoke of how there seemed to be a lot happening behind the curtains, and how that was a reason for why everything ran so smoothly. One participant spoke of never seeing a similar organisational structure before. It seemed like the participants highly valued the organisation behind, and the leadership and structure of the garden as something that provided a basis for success. Like mentioned earlier Voksenenga has a goal of being not just a parcel garden, and facilitates this by dividing

responsibilities between work groups, hosting public events, and providing the participants with shared utilities and tools. All of the participants seemed to value the public kitchen and the campfire pan, and some of them had even used it during the winter. I understand the leadership and organisation of the project to be crucial for the positive effects of the participants' involvement in the garden.

4. Discussion of results

During the data generation, collection and analysis the aspect of life quality has been understood as the participants' interpretation of their experiences in the garden as positive in relation to their lives. Næss (2011) stated that quality of life had to do with a person's well-being, hence the sensation of being in a good place. The participants were asked to choose pictures that represented Voksenenga's positive influence on their lives, and later present these pictures in a focus group workshop. They were encouraged to focus on the positive aspects of involvement. Working with the data material the narratives with mostly positive emotions and experiences were emphasized in examining the relationship between their participation and quality of life. When applying this lens of quality of life to the results of the analysis many of these emotions were visualised.

It seemed like the participants had their well-being enhanced by participating in the Voksenenga initiative. The motivation for using content analysis was so that the data could for the most part speak for itself. When applying Næss' (2011) understanding of quality of life to the data material several links can be made between the concept of quality of life and UA participation. Many of the participants spoke with enthusiasm when talking about the garden. They expressed joy, and one of the participants, even mentioned "joy" as a key word in terms of their participation: "*An enormous joy from having this community*", or a joy from doing something other than work. Satisfaction is also a recurring theme as they expressed satisfaction from seeing the results of their efforts, and from the time and energy put in to the work. The participants also expressed gaining confidence from conducting different tasks at Voksenenga, a confidence to take on more responsibilities or to develop new skills. Being able to act according to their interests and values feeds into "self-realization" and is also an essential part.

The purpose for this research was to examine the relationship between urban agriculture participation and enhanced quality of life. An approach chosen for its multi-disciplinarily, and in order to shed light on the multi-functionality of being a part of a UA initiative, and its potential for sustainable development. Understanding quality of life as a concept that enables looking at several aspects of a phenomenon at the same time, in this case urban agriculture participation. Previous research has touched upon this multi-functionality before. In order to

better understand the results, they will in the coming section be seen in comparison to some previously conducted research.

The results from Voksenenga stand out from previous research. Out of the previous research a lot of focus has been on health and well-being (van den Berg et al., 2010; Soga et al., 2017; Teig et al., 2016; Wakefield et al., 2007; Wood et al., 2015). The majority which are quantitative (van den Berg et al., 2010; Soga et al., 2017; Wood et al., 2015). Nordh and colleagues (2016) study makes the link between life quality and allotment gardening, however, focusing solely on allotment gardens, which are more private and have experienced increased demand over the last years (Norsk Kolonihageforbund, 2018). They stated that the permanent cabin structure unique to the allotment garden plot contributes to the feeling of respite from city life, in contrast to parcel owners. In the above presented results from Voksenenga, many of the participants spoke of a feeling of not being in the city, connected to the garden as a place for leisure time activities and recreation. Hence, one can argue that also non-allotment plots gives the effect of ‘being away’, further related to ART (Kaplan, 1995). Hawkins and colleagues (2011) argued that this being away, compared to gardening at home, was essential for the positive effects attributed to most UA initiatives, especially in terms of leisure activities and stress-relief. The combined design of parcel and community garden also gives Voksenenga a unique character in relation to earlier research.

Despite the diversity of geographical locations, the benefits and motivations for urban agriculture participation have multiple similarities. In their Tokyo-study Soga et al. (2017) spoke of their participants’ motivations being taking a mental break, growing vegetables to eat, having contact with nature, enjoying social interaction, physical exercise, relaxing and learning more about nature (ibid., p. 7). These motivations relate to the Voksenenga participants’ positive experiences of being in the garden and are *almost* identical despite the vast difference in geographical location. Arguably, in developed urban areas, like Norway (Nordh et al., 2016), the UK (Wood et al., 2015), the Netherlands (van den Berg et al., 2010), Japan (Soga et al., 2017), the US (Teig et al. 2016) and Canada (Wakefield et al., 2007), many of the benefits and motivations are similar when it comes to UA participation. In order for this section not to become a literary review, the below table was made in order to illustrate the complexity of the results and their similarities to previous research.

VOKSENENGA, Oslo	Leisure time and recreation	An arena for family and friends	A social environment	Personal accomplishment and development	Belonging to the local community	Impacts on bodily health
TOKYO (Soga et al., 2017)	X		X	X		X
OSLO (Nordh et al., 2016)	X	X	X			X
TORONTO (Wakefield et al., 2007)			X		X	X
ENGLAND (Wood et al., 2015)	X			X		X
NETHERLANDS (van den Berg et al., 2010)	X					X
US (Teig et al. 2016)			X		X	X

Table 4: Comparison of previous empirical research with the results from Voksenenga

The characteristics of Voksenenga differ mainly from the previous research in how its neither a pure community, nor a pure allotment/parcel garden. The previous literature has focused either on community gardeners or allotment gardeners. Even though the results from past conducted studies are compatible to the Voksenenga results, they also stand out and add new insight to UA participation. Like mentioned previously, the participants at Voksenenga are able to choose if they wish to rent a parcel plot or contribute in the communal garden. In addition, they host public events, and courses for schools and kindergartens. Some kindergartens in the local community also have parcel plots at Voksenenga. These characteristics are what make Voksenenga unique, and also why it was chosen as a ‘best practice example’. Arguably, these are characteristics of collective action, community building and strengthening neighbourhood, which potentially have the opportunity to promote democratic values, habits and norms (Glover et al., 2005; McIvor & Hale, 2015). In empowering community, one can argue that Voksenenga can enable deep democracy through its activities, and in turn possibly enhance “civic health” (McIvor & Hale, 2015). These aspects are especially highlighted by how many of the participants mentioned the leadership, organisation and structure of the garden as an integral part of their perceived benefits and effects of participation.

How does participation in UA initiatives influence quality of life?

The participants at Voksenenga experienced beneficial effects on health and well-being in the garden. The participants mentioned being away from everyday stresses, modern society and the city as important parts of their positive experiences in Voksenenga. They also spoke of appreciation towards seeing the direct results of their efforts, and how this is something they don't experience in modern society very often. Being able to produce food for their own consumption, or coming together in sharing a task despite of age or prerequisites was also something the participants mentioned as a contrast to how they 'normally' live their lives. Arguably, the participants gained a feeling of mending a 'metabolic rift' (McClintock, 2010), or experiencing biophilia (Grinde & Patil, 2009), horticultural therapy (Relf, 2006), or attention restoration (Kaplan, 1995; Ohly et al., 2016). Returning to the 'base' of being in a natural environment, which they find aesthetically pleasing, fascinating, recreational, stress-reducing and relaxing. They spoke of enjoying the 'directness' of the tasks in the garden, both in terms of its simplicity and concreteness, but also in terms of how they clearly saw the results of their own efforts. Voksenenga's beauty, scenery and atmosphere was also valued as important, and it would seem like they were both fascinated by its 'soft' patterns and its extent (Kaplan, 1995).

The type of activities that took place within the natural environment were essential for understanding its effects on health and well-being. Comparing the earlier mentioned theory to the results from Voksenenga clearly indicates how the garden activities and participation can contribute to the participants' well-being and quality of life through engaging in a natural environment, and 'being away' from modern society and the everyday. In the context of Voksenenga UA participation can have beneficial effects on well-being, however it is important to note the situational and contextual aspects of this effect. To what extent engaging in natural environments can be beneficial to quality of life also depends on "cultural factors and individual peculiarities" (Grinde & Patil, 2009, p. 2342-3), and there is also a potential difference in subgroup responses to nature-health relationships (Hartig et al., 2014, p. 222). Like mentioned previously the Voksenenga research gives a window into the very subjective experiences of the individuals involved in the initiative and must inherently be understood within its context.

Urban public green space needs to facilitate meaningful activity for it to influence urban dwellers life quality. Hartig et al. (2014) illustrated the general aspects of nature interaction and pathways from nature to health. The visual aspects of nature can have direct effects on stress levels, without conscious contact, like discussed in Grinde & Patil (2009). However, the character of the contact itself is an essential part for understanding the context specific relationship. Despite air quality, which was not a subject of the research, the Voksenenga participants engage in many, if not all, of the pathways. They stated increased contact with neighbours and sense of community. Also, they met new people and were able to use the garden as a place for private social interaction as well. In terms of stress reduction, they spoke of coming to the garden and ‘enjoying peace and quiet’, watching the sunset or ‘the grass grow’, appreciating the scenery, and in general finding the garden to be a beautiful place to be. Hence, they found the environment to be aesthetically pleasing, but also relaxing and recreational. Many of the participants also spoke of increased physical and mental activity through direct and simple tasks.

None of the participants spoke of using the green space prior to it being transformed to a garden space. A couple of parcel owners spoke of how they had passed the field before, but never seen a purpose in it, and understood it as a place for people to walk their dogs, but nothing else. They also wished for a public space to meet neighbours. Hence, having ‘just’ a public green space in an urban area is perhaps not enough in order to enhance inhabitants’ interaction with it and well-being as such. Ihlebæk et al. (2017) found no clear-cut association between available urban green space and health, and associated this with the already somewhat abundant availability of green spaces in Oslo. I understand this research as a contribution to the fact that not all available public green space invites interaction, and in some cases, it might even provoke fear of crime (Grinde & Patil, 2009; de Vries, 2006). The fact that Voksenenga is mentioned as a ‘safe and sheltered’ place to be can support the fact that it functioned as an attractive urban, public green space.

The results from Voksenenga can provide examples of how the natural environment of a community garden structure in a public space facilitates informal and casual interaction between a variety of individuals. de Vries (2006) spoke of how available attractive green spaces stimulates physical activity and spiritual well-being that can contribute to health. Emphasizing how social interaction in natural environments and symbols of nature (like allotment gardens) promote health and well-being, and having a green space which facilitates

leisure activities, social contact and physical activity over a longer period of time almost certainly can have beneficial effects on quality of life (ibid.). This adds depth to the results from Voksenenga, as they too seemed to experience these effects. Like the natural characteristics of a public space is essential for facilitating informal social interaction amongst inhabitants (Kuo et al., 1998), social integration and ties are again factors for health and well-being (Kweon et al., 1998). The participants in Voksenenga themselves emphasized the value of social relationships, in the attractive space that is the garden, and defined them as integral for their well-being. They all mentioned cohesion and social interaction as essential factors for the impact of their participation.

Voksenenga's facilitation of activities was essential for its contribution to participants' quality of life. In terms of the activities facilitated at Voksenenga, these seemed to be crucial for the participants' experiences as well. Many of them mentioned the leadership and organisation as important, or they talked about the work groups of which they were a part of. Also, attributing importance to public events like 'green joy' or 'open garden day'. In the discussion part of the focus group, a volunteer stated; "*Everyone has said cohesion*", and I understand cohesion, community and the social environment to be a crucial part of the benefits the participants' experience. The characteristics and context of the garden are understood as intrinsic to the results, and even though the analysis indicates that there is a strong relationship between UA participation and quality of life, it must be understood on the different scales and aspects of participation, like touched upon already.

Voksenenga functioned as a resource in the local community. Applying the lens of salutogenesis and sense of coherence (SOC) (Lindstrøm & Eriksson, 2005; Maass et al., 2017; Suominen & Lindstrøm, 2008) to the situation and context of Voksenenga, is another way to nuance the results. Arguably, the participants experienced an increased sense of coherence from participation. Viewing SOC as a life orientation that enables people to perceive life as comprehensive, manageable and meaningful (Lindstrøm & Eriksson, 2005, p. 440; Suominen & Lindstrøm, 2008, p. 337). A strong sense of coherence can lead to the promotion of health and reduce the perceived strain of life (ibid.). Looking at the Voksenenga results in terms of SOC arguably the garden as a place makes sense in the local context; it's comprehensible, and practically realistic, i.e. manageable. It's also meaningful to the participants. Voksenenga promotes health and quality of life for its participants in how they are enabled to participate in decision making and contribute through work groups, and how

it's a collective effort based on working together. Arguably, the participants felt more autonomous and competent, which also could facilitate increased well-being (de Vries, 2006), and promote "civic" health (McIvor & Hale, 2015).

The participants used the garden for recreation and stress-relief, and it is probable that this is due to a developed SOC that enabled them to combat a stressful life through participation (Lindstrøm & Eriksson, 2005; Maass et al., 2017). It could also be due to attention restoration from experiences in a natural environment and fascination with the garden, as well as a compatibility between their motivations and experiences and a feeling of being away (Kaplan, 1995). The transformation of the field from nothing to something also implied a meaningful character of the place for the participants. Not only in how it has become a place in the local community for engaging in activity, but also as a place for family interaction, sense of cohesion and community. As such, community ties also have an influence on life satisfaction and contribute to healthy aging and well-being (Kweon et al., 1998). Healthy aging is also highlighted as an effect of UA in several studies (van den Berg et al., 2010; Hawkins et al., 2011), and seemed to be the case also for the elderly participant from Voksenenga. Based on the approach that the participants themselves choose what aspects of the garden to portray as contributors to their lives, there is a connection between SOC and quality of life in the context of Voksenenga, but there are multiple ways to discuss the linkages between the different aspects of participation and quality of life.

Limitations of research

The results from the research at hand relies on self-reported indicators of quality of life. In facilitating the participants to define themselves how their UA participation impacts their lives in a positive way, the qualitative and subjective characteristics of how quality of life is understood was catered to. However, having a more developed framework for quality of life, that still is subject to context specific and individual operationalisations might have further enhanced the reliability of the research, especially its external trustworthiness. Being transparent and upfront about the aim of the research, to examine UA's impact on quality of life, might have affected the participants to slightly glorify their participation in favour of portraying an enhanced effect. In this case, more long-term and in-field research could address several dimensions of participation, and not only rely on the participants' voices, but

also their actions. As such using participant observation could have contributed to reduce the possible problem of reactivity (Bernard, 2006). Guitart et al. (2012) also call for more natural science in the research of UA to further demonstrate the effects on bio-diversity, air quality and so on, which are commonly associated with UA activities, and discussed in literature, but rarely proven.

An approach like the one in this research, might fail to recognize the limitations and challenges that can occur in an UA project. Even though this research had an aim of using a semi-salutogenetic approach and looking into the quality of life promoting factors of UA, challenges and issues in UA projects are crucial to look into as well. Looking into challenges regarding leadership, funding, sustaining volunteer interest over time and so on can perhaps help to provide further knowledge on how to facilitate socially, economically and also environmentally sustainable UA projects.

The method of photovoice has the possibility to facilitate social change through audience engagement in realities expressed by the people involved in a study (Rieger & Shultz, 2014, p. 136). As such, this study could have done more to enable influence beyond the limits of the garden. Initially the idea was to create and host an exhibition of the photovoice pictures during the time of data collection in order to further involve the participants in the theme-creation with regards to UA influence on quality of life. Also, in order to reach out not only to “the public”, but also policy makers. Unfortunately, there was not enough time to conduct such an exhibition, and the task unfortunately grew beyond the capacity of the sole researcher. As the growing season started around the time this thesis was to be rounded off, additional data collection at that time would have been challenging to include. The focus of the pictures, like mentioned earlier, was neither for them to have great visual or photo-technical quality, but to function as vehicles for conversation. Which also influenced the quality of the pictures taken, in terms of resolution etc.. However, the goal and hope is still to be able to host an exhibition of the pictures at a later stage, hopefully in the garden during peak season. For the participants to take part in naming the pictures, and also for others who participate and use the garden to see its positive effects.

As a novel researcher using a case study methodology is an excellent way to gain insight into a case (Baxter & Jack, 2008). However, dependent on the quality and trustworthiness of the design and implementation of the project. Assuring that detail and transparency is provided in

the description of the process is crucial to the credibility of the research and the results (ibid.; Dalland, 2007). As such it is important to note that some of the inexperience of the researcher might have influenced the ways in which especially the interviews were conducted. One crucial skill to interviewing is picking up where to take the conversation according to the research objective and the question one aims to answer (Dalland, 2007). The interviews conducted were perhaps lacking in this precision. As they also were semi-structured no explicit interview guide was followed. Improved preparation for the interviews and more attention to the topics to cover could have contributed to an increased attention to detail and an enhanced focus.

In retrospect, more time could also have been spent in the case related context, namely the garden. The research was conducted outside of season, and not in the actual garden. The time of year for data collection could have affected the results, at least in terms of how participation and observation in field at Voksenenga could have shed light on tacit processes not visible through other methods. The strongest empirical foundation for generalization lies in up-close, in-depth studies of a specific case in its real-world context (Yin, 2013). However, the participants still seemed eager and enthusiastic regardless of season. They spoke as if it was only yesterday they were in the garden doing the work. Whether or not this was true to their actual perceptions of the garden activity is still to be determined. Therefore, the fact that Voksenenga is a continued part of the overall project is crucial to the future validity and reliability of these results (Baxter & Jack, 2008; Hsieh & Shannon, 2005). It enables further in-depth interaction with the case, more so than this research was able to conduct.

Reliability and validity

In terms of reliability and validity all instances of the research process are under scrutiny. Data collection, sampling; chosen case, diversity of participants, quality of methods used, analysis of data, and discussion of the results. Whether or not the results are credible depends on if these answer to the research questions or not; does the research do what it intends to? (Dalland, 2007). The reliability depends on if the results are trustworthy and transparent, and if there is room for alternative interpretations (Graneheim & Lundman, 2004).

It is crucial for the credibility and trustworthiness of the research to state one's epistemological beliefs as a researcher (Dalland, 2007; Stanley & Nayar, 2015). In the research at hand this could have been stated even more explicitly throughout. In order to mitigate this effect there is a small paragraph at the end of the paper, stating superficially the background of the researcher.

Also, reflexivity is an essential part of the credibility of the process (Stanley & Nayar, 2015), and believably this was performed throughout. For example, the initial data analysis was not performed systematically or transparent enough. However, doing so is essential for the internal and external validity, credibility and reliability of the results (Baxter & Jack, 2008; Graneheim & Lundman, 2004). In addition, it helps to ensure transparency. Therefore, when realizing this, a control analysis was followed through in a more comprehensive manner. Ensuring that the process was recorded step by step. The categories developed did not differ dramatically from the initial results, however, the "new" categories were traceable and controllable. By providing examples and direct quotes hopefully the reader can trust the development of the categories, and doing so should also strengthen the credibility (Graneheim & Lundman, 2004). Please see appendix 5 for more examples of the data analysis process, in addition to an example from the transcripts in appendix 6.

Stating the hypothesis going into the project, sheds light on the presumptions of the research results (Dalland, 2007; Yin, 2013). Presuming that UA could positively affect quality of life was crucial for the research to take place, and such presumptions or hypothesis are usually the motives for which case studies come to life (Yin, 2013). However, ensuring credibility through alternative explanations (Baxter & Jack, 2008; Graneheim & Lundman, 2004) or analytical generalization (Yin, 2013). Arguably the results were discussed thoroughly according to relevant theory and causal explanations, but also compared to relevant and similar empirical research. Not only catering to analytical generalisation and alternative explanations, but also to the result's transferability. As such the credibility of the research is more dependent on the data collection process, focus of the case and screening for participants, and the results subject to confirmability.

Using oneself as the instrument for data collection is influential to the results (Bernard, 2006). Because of this, it was crucial to choose methods that inevitably minimized the researcher's influence, in order to make the introspective reflection of data collection less comprehensive.

However, still important, using methods that facilitated the participants to “talk for themselves” or amongst themselves, according to the chosen phenomenological methodology (Stanley & Nayar, 2015). Arguably, using photovoice and focus group enabled the participants to express themselves in their own means. These methods were chosen due to the research objective and the research questions, in order to maximize diversity of results. Similarly, the method of analysis was chosen in order to capture the complexity of the diversity of data (Hsieh & Shannon, 2005). The scope of the study was chosen according to the capacity of a single researcher. Hence, believing that credible results are more achievable for a novice and solo researcher from a single case study. This also enabled in-depth understanding of context and rich descriptions of the real life experience (Baxter & Jack, 2008; Yin, 2013). Additionally, it could be stated that conducting a case study with concrete and context-dependent experience has contributed to developing the researcher’s skills and knowledge (Flyvbjerg, 2006).

Suspending personal judgement is essential for the research reliability (Dalland, 2007), which is also connected to the subjective character of using oneself as the instrument of measurement in quantitative research. The human factor of both the researcher and the participants could affect the results. Like touched upon reflexivity is crucial, but also flexibility and awareness of one’s interpretations. Throughout the process I have tried to obtain as much as a neutral role towards the participants, in order to minimize my own influence. Even though the focus group was facilitated by the researcher, the fact that the conversation developed so nicely on its own, made my verbal impact minimal. However, participants could of course have tried to accompany the research objective by enhancing their descriptions as inherently positive, but this is difficult to say. The research was not however, conducted over a long period of time, so there was not much room for change of heart for the researcher, both positive and negative. Changing approaches and further addressing areas of interest was perhaps difficult, but in turn this minimized inconsistency of data collection (Graneheim & Lundman, 2004).

The purposive sampling of participants catered more to the choice of case than actual participants. As the goal of the research was to obtain a ‘best practice example’, Voksenenga was chosen by recommendation from Oslo municipality as being such an example. The participants, were however chosen by the project manager with little input from the researcher. The criteria again being ‘best practice examples’, people whom the project

manager believed had positive experiences from the garden. However, as I understood it, getting people to respond was somewhat of a challenge. Nonetheless, the participants chosen were unfamiliar to me as a researcher when going in to the focus group. No choice was made according to socio-economic background, age or gender, however, a diversity of participants were still represented. Although it could have been interesting to have more volunteers or non-parcel owners present to diversify the results even more. The fact that I was unfamiliar with the participants prior to the workshop could strengthen the reliability in terms of how personal prejudices were minimized from sampling.

Seeking agreement with co-researchers, experts and participants helps ensure research credibility (Graneheim & Lundman, 2004; Hsieh & Shannon, 2005). For the research at hand more time could have been awarded checking in with participants in terms of confirmability of the results. During the research process the project manager was kept in the loop, and also encouraged to forward the tentative results to the participants. With regards to the ethical considerations sensitivity towards the subjects is also essential for the reliability and validity (Yin, 2009). In this respect the choice was made not to personally contact the participants with the results, however the intention is to send them the thesis product when finished. Having them comment on the results could have been fruitful for the credibility. In the time post-workshop, I have also decided to myself become a shareholder at Voksenenga, which means that I have met up with some of the participants after interviews and focus group was conducted.

The results have been shared with academic colleagues. Like mentioned above seeking agreement with co-researchers can help ensure credibility. Present at the focus group were two colleagues of mine, one from the overall project, and one class-mate. They helped take notes and have been important resources in confirming observations from the workshop, and also in looking at the final results. They have also been crucial in adding additional perspectives to the research, as the data collection, transcription, and analysis have all been conducted by the same researcher. Also, checking in with advisors throughout the process has been decisive to the outcome.

The final factor of the research's validity and reliability are the methods for data collection. Both photovoice and focus group were chosen in order to allow for diverse and rich descriptions of experiences, and to minimize researcher's influence. However, photovoice is

also a somewhat unexplored and new method. Therefore, its utility to some degree unaccounted for. There are several aspects of the photovoice method that are not included in this research, for example photo-technical skills and quality of pictures (PhotoVoice, 2018; Rieger & Shultz, 2014). This could imply that the participants' pictures did not represent what they intended them to represent. Also, the fact that they were not able to take new pictures of the garden, but had to use old ones, as the garden was covered in snow, could also have affected the way in which the pictures accurately represented the influence of the garden on their lives. However, the fact that photovoice was not the sole method for data collection strengthened the results possibility for triangulation, especially as the methods were designed to collect overlapping data (Yin, 2013). For example, the focus group was for the participants to discuss and present their pictures, and the interviews mainly for supplementing information.

Implications for future research and practice

The research from Voksenenga is a part of a 30-credit master thesis project. However, the scope of exploring the relationship between life quality and UA participation is comprehensive beyond this. Like mentioned previously this research has almost a pilot-characteristic to it, and as such further research is not only encouraged, but essential. Even though some explanations are given as for how UA can be connected to quality of life, the complexity needs to be further accounted for, and more cause-effect relationship explored. More participants should be involved, and diversity between them further facilitated. In the study at hand, seven participants of different backgrounds took part, however, the majority were parcel owners. Having the point of view of more volunteers and perhaps also passive users of the garden, could further enhance the complexity of the results and strengthen the credibility.

Seeing how empirical examples from other cases compare to Voksenenga gives an incentive for further exploration. Even though this research is exploratory there are identifiable similarities between previously conducted empirical studies and the research at hand. Also, the results point to a clear-cut connection between different aspects of UA, well-being and sustainability. Even though short-term. Following up of the initiative at hand, and continued research on the effects of doing UA in public spaces can provide further insight to the benefits

of including UA in policy making and urban development. Also, I encourage future research to look into distinguishable differences between the participants, like socio-economic and cultural background, and further look into their motivations for participating, but also challenges. Follow up of the effects over time can also provide insight as to how the effects materialize. Like previous research also has mentioned, more empirical and in-depth examples of UA participation and utilization of public green spaces and UA in Norway is much called for (Ihlebak et al., 2017).

Several so called “shadow data” (Richards, 2006) were also mentioned during data collection. Especially important seemed the children’s experiences in the garden. Exploring how the children perceive the garden, but also how other specific groups of people, like elderly or just the public use and perceive the garden could be part of a more in-depth study. In the introductory section of this paper the ‘settings approach’ (Poland & Dooris, 2010) was also mentioned, but not incorporated in the research venture. The settings approach is one way to understand health promotion and sustainability as co-dependent, and researching settings where people live, play, work, worship, and love can contribute to understanding this. As such, a further application of the settings approach and their developed framework could possibly fit the desired function of the overall project.

Application of salutogenesis to UA research provides a context specific correlation between health promoting and quality of life promoting factors. Despite not consequently applying salutogenesis to this research approach, the focus was inherently on positive contributors; how does participation impact your life in a *positive* way. The participants were encouraged not to speak of specific issues or negative aspects, even though some emerged nonetheless. However, the results could in retrospect be seen with a salutogenetic lens, and the results pointed towards Voksenenga contributing to an increased SOC for its participants. Implying that, in its explicitly context specific situation, with the participants chosen, the characteristics of the garden in the location at hand contributed to meaningful, manageable and comprehensive activity for its participants.

Also, applying a different conceptualisation of quality of life might highlight different results, like the capabilities approach (Nussbaum, 2003), which again can be fruitful for the trustworthiness and transferability of future research. The results of such a study could also, in connection to the results at hand, contribute to a better understanding of how to design,

implement and sustain a socially, economically and environmentally sustainable UA initiative.

5. About the author

This research was conducted as a part of the Master of Science programme in Agroecology at Norwegian University of Life Sciences (NMBU) and marks the end of a two-year long programme. It is the researcher's first time doing qualitative research "in-field", disregarding university facilitated case experience and methods training. The researcher finds herself in the epistemological philosophy of Empiricism (Bernard, 2006), and believes that most knowledge has its origin from sensory experiences. Something she herself has experienced from learning by doing over the last two years, and through her bachelor's degree in Social Anthropology.

6. List of references

- Asaba, E., Rudman, D. L., Denhardt, S. & Park, M. (2015). Visual methodologies: Photovoice in focus. In Nayar, S. & Stanley, M. (eds) *Qualitative Research Methodologies for Occupational Science and Therapy* pp. 155-174: Routledge
- Baxter, P. & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13 (4): 15.
- van den Berg, A. E., van Winsum-Westra, M., de Vries, S. & van Dillen, S. M. (2010). Allotment gardening and health: a comparative survey among allotment gardeners and their neighbors without an allotment. *Environmental Health* 9(74): 12.
- Bellows, A. C., Brown, K. & Smit, J. (2018). *Health Benefits of Urban Agriculture* Available at: <http://alivebynature.com/health-benefits-urban-agriculture/> (accessed: 27th April 2018).
- Bernard, H. R. (2006). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. AltaMira Press
- Bernard, H. R. & Gravlee, C. C. (2015). *Handbook of Methods in Cultural Anthropology*. 2nd ed. Rowman & Littlefield
- Bernhoft, A., Nicolaysen, A. M., Leisner, M., Barstow, S., Capjon, A. & Joner, E. (21.12.2017). Urbant landbruk brer om seg. Available at: <https://forskning.no/landbruk/2017/12/dyrket-frukt-og-gronnsaker-rett-over-operatunnelen-i-oslo-urbant-landbruk-losaeter-bygdo> (accessed: 29 April 2018).
- Bydel Vestre Aker (2018). *Plan for områdesatsning på Hovseter (2018- 2021)*. Bydel Vestre Aker. Oslo kommune
- Bymiljøetaten (2017). *Spirende Oslo: plass til alle i byens grønne rom - Høringsutkast Spirende Oslo 07.04.2017*. Bymiljøetaten. Oslo Kommune

Carr, A. J. & Higginson, I. J. (2001). Are quality of life measures patient centred? *British Medical Journal* 322 (7298): 1357-1360.

Dalland, O. (2007). *Metode og oppgave-skriving for studenter*. 4th ed. Oslo, Norway Gyldendal Akademisk

Davidson, M. (2010). Social Sustainability and the City. *Geography Compass* 4(7): 872–880. doi: 10.1111/j.1749-8198.2010.00339.x.

Delgado, M. (2015). *Urban Youth and Photovoice: Visual Ethnography in Action*. the United States of America. Oxford University Press

Drake, J., Hertell, S., Rosenbohm, K., Kuhn, S., Boyer, F. & Karlsson, M. (2017). *European Green Capital Jury Report 2019*. European Green Capital Award: An initiative of the European Commission. June 2017

Dubbeling, M. & de Zeeuw, H. (2007). *Multi-stakeholder Policy Formulation and Action Planning for Sustainable Urban Agriculture Development*. RUAF Working Paper Series. Leusden, the Netherlands. The RUAF Foundation.

FAO (2007) *Profitability and sustainability of urban and peri-urban agriculture*. Available: <http://www.fao.org/tempref/docrep/fao/010/a1471e/a1471e00.pdf> (accessed: 15th May 2017)

Fjeld, T. & Bonnevie, C. (2002). *The Effect of Plants and Artificial Day-light on the Well-being and Health of Office Workers, School Children and Health Care Personnel*. Seminar Report: Reducing health complaints at work. Plants for people. International Horticulture Exhibition Floriade 2002

Flyvbjerg, B. (2006). Five Misunderstandings About Case-Study Research. *Qualitative Inquiry*, 12 (2): 26.

Forsberg, E. M., Tollefsen, K. R., Leisner, M. & Leivestad, P. (2014). *Urbant landbruk – bærekraftig, synlig og verdsatt*. Oslo. Fylkesmannen i Oslo og Akershus.

Forskningsrådet (2018). *Prosjektene i Forskning og innovasjon for framtidens byer (BYFORSK)*. Available at: https://www.forskningsradet.no/prognett-byforsk/Prosjektene_i_BYFORSK/1254032588099 (accessed: 3rd May 2018).

Francis, C., Miller, M., Anderson, M., Creamer, N., Wander, M., Park, J., Greene, T. & McCown, B. (2013). Food Webs and Food Sovereignty: Research Agenda for Sustainability. *Journal of Agriculture, Food Systems, and Community Development*: 1-7. doi: 10.5304/jafscd.2013.034.010.

Genter, C., Roberts, A., Richardson, J. & Sheaff, M. (2015). The contribution of allotment gardening to health and wellbeing: A systematic review of the literature. *British Journal of Occupational Therapy*, 78 (10): 593-605. doi: 10.1177/0308022615599408.

Glover, T. D., Shinew, K. J. & Parry, D. C. (2005). Association, Sociability, and Civic Culture: The Democratic Effect of Community Gardening. *Leisure Sciences*, 27 (1): 75-92. doi: 10.1080/01490400590886060.

Golden, S. (2013). *Urban Agriculture Impacts: Social, Health, and Economic A Literature Review*. California, United States UC Division of Agricultural and Natural Resources. Available at: <http://www.sarep.ucdavis.edu/sfs/UA%20Lit%20Review-%20Golden%20Reduced%2011-15.pdf> (accessed: 10th May 2018)

Graneheim, U. H. & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, 24 (2): 105-12. doi: 10.1016/j.nedt.2003.10.001.

Grinde, B. & Patil, G. G. (2009). Biophilia: Does Visual Contact with Nature Impact on Health and Well-Being? *International Journal of Environmental Research and Public Health* 6(9): 2332-2343. doi: doi:10.3390/ijerph6092332.

Guitart, D., Pickering, C. & Byrne, J. (2012). Past results and future directions in urban community gardens research. *Urban Forestry & Urban Greening*, 11 (4): 364-373. doi: 10.1016/j.ufug.2012.06.007.

Hancock, D. R. & Algozzine, B. (2006). *Doing Case Study Research: A Practical Guide for Beginning Researchers*. Teachers College Columbia University. New York Teachers College Press.

Hartig, T., Mitchell, R., de Vries, S. & Frumkin, H. (2014). Nature and Health. *Annual Review of Public Health*, 35: 207-28. doi: 10.1146/annurev-publhealth-032013-182443.

Hawkins, J. L., Thirlaway, K. J., Backx, K. & Clayton, D. A. (2011). Allotment Gardening and Other Leisure Activities for Stress Reduction and Healthy Aging. *Horttechnology* 21 (5): 577-585.

Hjeltnes, G. (2003). Krigstidens hverdag. *Aftenposten*. Available at: <https://www.aftenposten.no/norge/i/5EvWK/Krigstidens-hverdag> (accessed: 29 April 2018).

Hsieh, H. F. & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15 (9): 1277-88. doi: 10.1177/1049732305276687.

Haavie, S. & (2011). *Dyrker bylivet* In Dæhlen, M. & Ortiz, R. (eds). Urban dyrking: Tanker og ideer om dyrking i byen, Byøk-rapport 01/11: Senter for byøkologi

Ihlebak, C., Aamodt, G., Aradi, R., Claussen, B. & Thorén, K. H. (2017). Association between urban green space and self-reported lifestyle-related disorders in Oslo, Norway *Scandinavian Journal of Public Health*. 1-8. doi: 10.1177/1403494817730998.

Kaplan, S. (1995). The Restorative Benefits of Nature: Toward an Integrative Framework *Journal of Environmental Psychology* 15: 169-182.

Kuo, F. E., Sullivan, W. C., Coley, R. L. & Brunson, L. (1998). Fertile Ground for Community: Inner-City Neighborhood Common Spaces. *American Journal of Community Psychology*, 26 (6): 823-851.

Kvale, S. (1997). *Det kvalitative forskningsintervju*. 1st ed.: Notam Gyldendal AS

Kweon, B.-S., Sullivan, W. C. & Wiley, A. R. (2016). Green Common Spaces and the Social Integration of Inner-City Older Adults. *Environment and Behavior*, 30 (6): 832-858. doi: 10.1177/001391659803000605.

Liamputtong, P. (2011). Focus Group Methodology: Introduction and history. In *Focus Group Methodology: Principle and Practice*, p. 14: Sage publications

Lindstrøm, B. & Eriksson, M. (2005). Salutogenesis. *Journal of Epidemiology and Community Health*, 59 (6): 440-2. doi: 10.1136/jech.2005.034777.

Lohrberg, F., Lička, L., Scazzosi, L. & Timpe, A. (eds). (2015). *Urban Agriculture Europe*: Jovis Publishers

McClintock, N. (2010). Why Farm the City? Theorizing Urban Agriculture through a Lens of Metabolic Rift. *Urban Studies and Planning Faculty Publications and Presentations*, 91: 19.

McIvor, D. W. & Hale, J. (2015). Urban agriculture and the prospects for deep democracy. *Agriculture and Human Values*, 32 (4): 727-41. doi: 10.1007/s10460-015-9588-9.

Meyer, S. (ed.) (2003). *Midlertidige Utopier: Ingrid Book & Catarina Hedén*. Oslo: Museum of Contemporary Art

Mok, H.-F., Williamson, V. G., Grove, J. R., Burry, K., Barker, S. F. & Hamilton, A. J. (2013). Strawberry fields forever? Urban agriculture in developed countries: a review. *Agronomy for Sustainable Development*, 34 (1): 21-43. doi: 10.1007/s13593-013-0156-7.

Montell, F. (1999). Focus Group Interviews: A New Feminist Method. *National Women's Studies Association (NWSA) Journal* 11 (1): 27.

Maass, R., Kloeckner, C. A., Lindstrøm, B. & Lillefjell, M. (2016). The impact of neighborhood social capital on life satisfaction and self-rated health: A possible pathway for health promotion? *Health & Place*, 42: 120-128. doi: 10.1016/j.healthplace.2016.09.011.

Maass, R., Lillefjell, M. & Espnes, G. A. (2017). The Application of Salutogenesis in Cities and Towns. In Mittelmark, M. B., Sagy, S., Eriksson, M., Bauer, G. F., Pelikan, J. M., Lindstrom, B. & Espnes, G. A. (eds) *The Handbook of Salutogenesis*, pp. 171-179. Cham (CH).

Nordh, H., Wiklund, K. T. & Koppang, K. E. (2016). Norwegian allotment gardens — a study of motives and benefits. *Landscape Research*, 41 (8): 853-868. doi: 10.1080/01426397.2015.1125457.

Norsk Kolonihageforbund (2018). Available at: <http://oslokolonihager.com/> (accessed: 26th April 2018)

Nussbaum, M. (2003). Capabilities as Fundamental Entitlements: Sen and Social Justice. *Feminist Economics*, 9 (2-3): 33-59. doi: 10.1080/1354570022000077926.

Næss, S. (2011). Språkbruk, definisjoner. In Næss, S., Moum, T. & Eriksen, J. (eds) *Livskvalitet: Forskning om det gode liv*, pp. 15-51. Bergen, Norway: Fagbokforlaget.

Ohly, H., White, M. P., Wheeler, B. W., Bethel, A., Ukoumunne, O. C., Nikolaou, V. & Garside, R. (2016). Attention Restoration Theory: A systematic review of the attention restoration potential of exposure to natural environments. *Journal of Toxicology and Environmental Health, Part B*, 19 (7): 305-343. doi: 10.1080/10937404.2016.1196155.

Oktay, D. (2012). Human Sustainable Urbanism: In Pursuit of Ecological and Social-Cultural Sustainability. *Procedia - Social and Behavioral Sciences*, 36: 16-27. doi: 10.1016/j.sbspro.2012.03.003.

Oslo kommune (2018a). *Urbant landbruk*. Available at: <https://www.oslo.kommune.no/natur-kultur-og-fritid/urbant-landbruk/> (accessed: 22nd February 2018)

Oslo kommune (2018b). *Bydel Vestre Aker*. Available at:
<https://www.oslo.kommune.no/politikk-og-administrasjon/bydeler/bydel-vestre-aker/>
(accessed: 30th April 2018).

Parsellhager (2018). *Parsellhager i Oslo*. Available at:
<http://www.parsellhager.no/index.php/parsellhager-i-oslo> (accessed: 2nd May 2018).

PhotoVoice (2018). *Photovoice: Statement of Ethical Practice* Available at:
<https://photovoice.org/wp-content/uploads/2014/09/pvethicalpractice-pdf/>. (accessed 31st
January 2017)

Poland, B. & Dooris, M. (2010). A green and healthy future: the settings approach to
building health, equity and sustainability. *Critical Public Health*, 20 (3): 281-298.

Relf, P. D. (2006). Theoretical Models for Research and Program Development in
Agriculture and Health Care In Hassink, J. & van Dijk, M. (eds) *Farming for Health:
Green-Care Farming Across Europe and the United States of America*. , pp. 2-21.
Wageningen, the Netherlands Springer

Richards, L. (2006). *Qualitative Research Design*: Sage publications Available at:
https://www.sagepub.com/sites/default/files/upm-binaries/13172_Chapter4.pdf.

Rieger, K. & Schultz, A. S. H. (2014). Exploring Arts-Based Knowledge Translation: Sharing
Research Findings Through Performing the Patterns, Rehearsing the Results, Staging the
Synthesis. *Worldviews on Evidence-Based Nursing*, 11 (2): 133-139 doi: 10.1111/wvn.12031.

Silverman, David (2013) *Doing Qualitative Research*. 4th ed. Sage publications

Soga, M., Cox, D. T., Yamaura, Y., Gaston, K. J., Kurisu, K. & Hanaki, K. (2017). Health
Benefits of Urban Allotment Gardening: Improved Physical and Psychological Well-Being
and Social Integration. *International Journal of Environmental Research and Public Health*,
14 (1). doi: 10.3390/ijerph14010071.

Songedal, S. (2017). *Forskrift urbant landbruk Oslo kommune*. 17/00471-2. Norway
Bystyret Oslo Kommune.

Stanley, M. & Nayar, S. (2015). Deepening Understanding In Nayar, S. & Stanley, M. (eds)
Qualitative Research Methodologies for Occupational Science and Therapy pp. 8-21:
Routledge

Suominen, S. & Lindstrøm, B. (2008). Salutogenesis. *Scandinavian Journal of Public Health*,
36 (4): 337-9. doi: 10.1177/1403494808093268.

Teig, E., Amulya, J., Bardwell, L., Buchenau, M., Marshall, J. A. & Litt, J. S. (2009).
Collective efficacy in Denver, Colorado: Strengthening neighbourhoods and health through
community gardens. *Health & Place*, 15 (4): 1115-22. doi:
10.1016/j.healthplace.2009.06.003.

Thorén, K. H. (2010). Grønnstruktur i by – hvordan takle endringene? *Plan*, 42 (3-4): 30-35.

United Nations (2018). *Sustainable Development Goals: 17 goals to transform our world*.
Available at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
(accessed: 29th April 2018).

Voksenenga nærmiljøhage (2018). Available at: <http://www.voksenenga.no/>
(accessed: 3rd May 2018).

de Vries, S. (2006). Contributions of natural elements and areas in residential environments to
human health and well-being In Hassink, J. & van Dijk, M. (eds) *Farming for Health: Green-
Care Farming Across Europe and the United States of America*. , pp. 21-31. Wageningen, the
Netherlands. Springer

Wakefield, S., Yeudall, F., Taron, C., Reynolds, J. & Skinner, A. (2007). Growing
urban health: community gardening in South-East Toronto. *Health Promotion International*,
22 (2): 92-101. doi: 10.1093/heapro/dam001.

Wang, C. C. & Redwood-Jones, Y. A. (2001). Photovoice Ethics: Perspectives From Flint Photovoice. *Health Education & Behavior*, 28 (5): 560-572.

Warne, M., Snyder, K. & Gillander Gadin, K. (2013). Promoting an equal and healthy environment: Swedish students' views of daily life at school. *Qualitative Health Research*, 23 (10): 1354-68. doi: 10.1177/1049732313505914.

World Health Organisation (2018). *Global Health Observatory (GHO) database on Urban Health* Available at: http://www.who.int/gho/urban_health/en/ (accessed: 29th April 2018).

World Health Organisation & UN-Habitat (2016). *Global Report on Urban Health: equitable, healthier cities for sustainable development*. Switzerland: WHO

Wood, C. J., Pretty, J. & Griffin, M. (2015). A case-control study of the health and well-being benefits of allotment gardening. *Journal of Public Health (Oxf)*, 38 (3): e336-e344. doi: 10.1093/pubmed/fdv146.

Yin, R. K. (2003). *Applications of Case Study Research*. 2nd ed. Applied Social Research Methods Series vol. 34: Sage Publications

Yin, R. K. (2009). *Case Study Research: Design and Methods*. 4th ed. Applied Social Research Methods Series vol. 5: Sage Publications

Yin, R. K. (2013). Validity and generalization in future case study evaluations. *Evaluation*, 19 (3): 321-332. doi: 10.1177/1356389013497081.

Appendix



Norges miljø- og
biovitenskapelige
universitet

Samarbeidskontrakt

Det bekreftes med dette at Voksenenga nærmiljøhage og Marie Henriksen Bogstad inngår et samarbeid rundt arbeidet med masteroppgaven med arbeidstittel "Urbant landbruk og livskvalitet" ("Exploring the relationship between urban agriculture and life quality").

Arbeidet vil foregå fra januar til 15. mai 2018.

Voksenenga skal holdes anonymt

ja / nei

Informasjon om hagen på generell basis kan oppgis i oppgaven

ja / nei

Om det skulle være aktuelt med publisering er det ok at Voksenenga gjengis ved navn (dette utelukker selvfølgelig alle deltagere, og omhandler kun hagen som enhet)

ja / nei

Det er OK å bruke bilder fra hjemmesiden til Voksenenga, og Voksenenga sin Facebook-side til utstilling og photovoice (så lenge de ikke er sjenerende for noen)

ja / nei

Alle deltagere i studien signerer egen samtykkekontrakt og er garantert anonymitet i innlevering og eventuell publisering av studien.

Masteroppgaven er meldt inn til Norsk senter for forskningsdata (NSD)

Pernille Leivestad
v/Voksenenga nærmiljøhage

Marie Henriksen Bogstad
M.Sc. Agroecology, NMBU

Dato, sted, signatur

Dato, sted, signatur

8/2-18 Pernille Leivestad

8/2-2018, Voksenenga
Marie H. Bogstad

Utforske forholdet mellom livskvalitet og urbant landbruk

Informasjonsskriv

Kjære potensielle deltager,

Takk for din interesse. Dette dokumentet vil gi en kort oversikt over prosessen, metodene, og generell informasjon om målet til prosjektet. Først og fremst, så er dette et masterprosjekt i Agroøkologi ved Norges Miljø- og Biovitenskapelige Universitet (NMBU). Målet med forskningen er å utforske forholdet mellom livskvalitet og deltagelse i urbant landbruk, og forskningsspørsmålet er “Hvordan gir deltagelse i urbant landbruk økt livskvalitet?”. Denne oppgaven vil være en del av et større forskningsprosjekt som heter “Cultivating Public Spaces: urban agriculture as a basis for human flourishing and sustainability transition in Norwegian cities”, hvor målet er å se på potensialet til urbant landbruk som en drivkraft til bærekraftig utvikling.

Masterprosjektet og forskningsspørsmålet vil bli analysert gjennom tre metoder. Disse er photovoice, fokusgruppe-workshop og intervju. Jeg skal nå presentere de forskjellige metodene.

Photovoice som en metode består av at du, som deltaker svarer på et spørsmål gjennom bilder. (Warne, m.fl., 2013). Dette for at du skal kunne uttrykke dine opplevelser på eget grunnlag. Innenfor dette prosjektet vil jeg be deg om å ta tre-fire bilder som symboliserer de positive effektene av det å drive meg urbant landbruk. Altså, hva anser du som positivt ved å drive med urbant landbruk? Disse bildene kan enten være nye eller gamle, men du skal aller helst ha tatt de selv. Målet er å illustrere og reflektere, og promotere dialog og kunnskap, forhåpentligvis for å nå ut til beslutningstakere (ibid.). Ha i bakhodet at fokuset her er de positive effektene, og hvordan urbant landbruk påvirker ditt liv på en positiv måte. Bildene kan tas av hvilken som helst kameraenhet tilgjengelig for deg.

Her er noen huskereglar for når du skal ta bildene (Warne, m.fl., 2013, s. 1357):

- Unngå å trenge deg inn i andres private rom.
- Unngå å avdekke sjenerende fakta om andre.
- Unngå å fremstille noen i falskt lys.
- Unngå å bruke en persons likhet uten tillatelse

Etter å ha tatt bilder (photovoice), vil jeg be deg om å ta med disse til en fokusgruppe. Der vil jeg be dere alle som deltar i dette initiativet til å sitte ned sammen i en workshop for å diskutere bildene dere har tatt, og sammen plukke ut noen temaer. Her kan du uttrykke, forklare, og gi stemme til valg av bilder, og hvorfor de illustrerer urban landbruks positive effekt på ditt liv. I tillegg kan du høre fra resten av gruppen, og jobbe sammen for å velge ut noen fellestrekk. Det kan nærmest kalles felles refleksjon.

Husk at anonymitet er forsikret, med mindre du ønsker at den ikke skal være det, og du kan trekke deg fra studien på hvilket som helst tidspunkt, uten at det har noen negative konsekvenser.

Etter fokusgruppe-workshopen håper jeg å kunne intervjuere noen av dere én-til-én. Dette for å gjøre et dypdykk i din deltagelse i urbant landbruk, og hvordan det påvirker ditt liv. Her er det ikke nødvendig med mer enn tre-fire intervjuobjekter, og du kan melde deg frivillig til å delta på dette (om det er ønskelig kan du krysse av nederst i dokumentet). Intervjuene vil vare i omtrent én time hver, og tas opp kun om du godtar det. Målet med dette er å gi deg en annen plattform til å ordlegge dine opplevelser, og for å få mer kunnskap.

Gjennom prosessen er som sagt anonymitet garantert, og informasjonen som samles inn vil lagres på en separat passordbeskyttet harddisk. Jeg ønsker ikke å belyse noe du ikke er komfortabel med, og jeg ønsker å opprettholde en åpen dialog med deg som deltager gjennom forskningsprosessen. Du er selv i kontroll over hvor mye du deler både gjennom fokusgruppen og intervjuene. All personlig informasjon behandles konfidensielt.

Til slutt, om dere takker ja til å delta, ønsker jeg å be dere om å bli med på å lage en utstilling av bildene produsert gjennom photovoice. Om dette er noe dere vil være med på, så tror jeg at dette

kan bidra til å nå ut til et større publikum, og spre kunnskap om urbant landbruk, og forhåpentligvis motivere flere til å delta. Det kan også gi dere en plattform for å vise frem deres arbeid, og kanskje relatere til flere folk. Dette er selvfølgelig kun om det er ønskelig.

Prosjektet er satt til å starte i januar 2018, og slutte i mai 2018. Ved prosjektslutt vil all data bli anonymisert, men på grunn av fortsettelsen av det overordnede prosjektet, og den mulige relevansen for dette, vil dataene bli spart på, beskyttet og konfidensielt, til dette formålet. Deltagelse er frivillig, og du kan trekke deg, uten grunn, på hvilket som helst tidspunkt - uten konsekvenser. Velger du å trekke deg, vil all informasjon bli anonymisert.

Om du skulle ha noen spørsmål, nå eller senere, ikke nøl med å ta kontakt med meg (se kontaktinformasjon under), eller veilederne mine Anna Marie Nicolaysen anna.marie.nicolaysen@nmbu.no, +47 412 47 835, eller Geir Lieblein geir.lieblein@nmbu.no, +47 672 32 75.

Masterprosjektet er rapportert til Norsk senter for forskningsdata (NSD).

Se under for påmelding, og hvilken del av studien du ønsker å delta i.

På forhånd, tusen takk.

Med vennlig hilsen,

Marie Henriksen Bogstad

M.Sc. Agroøkologi, Norges Miljø- og Biovitenskapelige Universitet,

+47 994 11 159

mariebo@nmbu.no

Jeg har mottatt informasjon om studien og jeg ønsker å delta

(Dato og signatur)

Vennligst kryss av boksene som gjelder for deg:

Jeg ønsker å delta i photovoice og fokusgruppe

Jeg ønsker å delta i én-til-én intervju

Jeg ønsker å lage en utstilling av resultatene

(photovoice)



Norges miljø- og
biovitenskapelige
universitet

Invitasjon til fokusgruppe-workshop

Urbant landbruk og livskvalitet

Takk for at nettopp du vil delta i masterprosjektet urbant landbruk og livskvalitet ved Agroøkologi på Norges Miljø- og Biovitenskapelige Universitet (NMBU).

Jeg ønsker med dette å invitere deg til fokusgruppe-workshop!

Hvorfor?

Gjennom den siste tiden har dere produsert bilder som representerer hvorfor/hvordan det å drive med urbant landbruk har en positiv påvirkning på livene deres. Dette gjennom en så kalt photovoice-metode. Denne metoden er blitt valgt for at dere skal kunne visualisere disse positive påvirkningskreftene, og ha noe å snakke rundt på denne workshopen. Målet med studien er å se på hvordan, eller om, det å drive med urbant landbruk påvirker livskvaliteten.

Hva skjer på selve workshopen?

Under workshopen, som vil finne sted i starten av februar i lokalene til Voksen kirke, vil vi snakke om bildene dere har tatt. Det vil være en uformell og avslappet atmosfære hvor dere kan dele hvorfor dere har valgt akkurat disse bildene. Underveis vil vi prøve å trekke frem noen fellesnevnerne.

Det vil bli enkel servering av både noe å bite i og drikke på.

Tentativ tidsplan (forbeholdt endringer):

Oppstart og informasjon: **18:00** (møt gjerne opp i god tid)

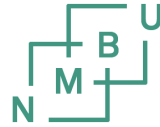
Kaffepause: **18:30**

Presentasjon av bilder: **18:45**

Kaffepause: **19:45**

Samtale rundt fellesnevnerne/temaer: **20:00**

Vel hjem: ca. **21:00**



Norges miljø- og
biovitenskapelige
universitet

*Som vedlagt ved informasjonsskrivet er det ønskelig at dere signerer et samtykkeskjema.
Dette er vedlagt også ved denne invitasjonen.*

*Vær forberedt på at workshopen vil bli tatt opp. Om dette ikke er ønskelig gi beskjed på
forhånd.*

Har du andre spørsmål eller kommentarer send meg gjerne en e-post, eller ring.

Jeg gleder meg til møte dere!

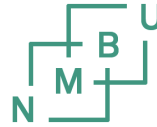
Med vennlig hilsen,

Marie Henriksen Bogstad

M.Sc. Agroøkologi, Norges Miljø- og Biovitenskapelige Universitet,

+47 994 11 159

mariebo@nmbu.no



Samtykkeskjema:

Jeg har mottatt informasjon om studien og jeg ønsker å delta

(Dato, sted og signatur)

Vennligst kryss av boksene som gjelder for deg:

Jeg ønsker å delta i photovoice og fokusgruppe

Jeg ønsker å delta i én-til-én intervju

Jeg ønsker å lage en utstilling av resultatene
(photovoice)

Jeg godtar at bildene jeg har produsert kan brukes i en eventuell fotoutstilling

(Dato, sted og signatur)

Masterprosjektet er rapportert til Norsk senter for forskningsdata (NSD).

Husk at anonymitet er garantert, og du kan trekke deg fra studien på hvilket som helst tidspunkt, uten negative konsekvenser.

Geir Hofgaard Lieblein

1432 ÅS

Vår dato: 10.11.2017

Vår ref: 56411 / 3 / LH

Deres dato:

Deres ref:

Tilråkning fra NSD Personvernombudet for forskning § 7-27

Personvernombudet for forskning viser til meldeskjema mottatt 05.10.2017 for prosjektet:

<i>56411</i>	<i>Exploring the relationship between urban agriculture and life quality</i>
<i>Behandlingsansvarlig</i>	<i>Norges miljø- og biovitenskapelige universitet, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Geir Hofgaard Lieblein</i>
<i>Student</i>	<i>Marie Henriksen Bogstad</i>

Vurdering

Etter gjennomgang av opplysningene i meldeskjemaet og øvrig dokumentasjon finner vi at prosjektet er unntatt konsesjonsplikt og at personopplysningene som blir samlet inn i dette prosjektet er regulert av § 7-27 i personopplysningsforskriften. På den neste siden er vår vurdering av prosjektopplegget slik det er meldt til oss. Du kan nå gå i gang med å behandle personopplysninger.

Vilkår for vår anbefaling

Vår anbefaling forutsetter at du gjennomfører prosjektet i tråd med:

- opplysningene gitt i meldeskjemaet og øvrig dokumentasjon
- vår prosjektvurdering, se side 2
- eventuell korrespondanse med oss

Meld fra hvis du gjør vesentlige endringer i prosjektet

Dersom prosjektet endrer seg, kan det være nødvendig å sende inn endringsmelding. På våre nettsider finner du svar på hvilke [endringer](#) du må melde, samt endringskjema.

Opplysninger om prosjektet blir lagt ut på våre nettsider og i Meldingsarkivet

Vi har lagt ut opplysninger om prosjektet på nettsidene våre. Alle våre institusjoner har også tilgang til egne prosjekter i [Meldingsarkivet](#).

Vi tar kontakt om status for behandling av personopplysninger ved prosjektslutt

Ved prosjektslutt 15.05.2018 vil vi ta kontakt for å avklare status for behandlingen av personopplysninger.

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Se våre nettsider eller ta kontakt dersom du har spørsmål. Vi ønsker lykke til med prosjektet!

Vennlig hilsen

Marianne Høgetveit Myhren

Lise Aasen Haveraaen

Kontaktperson: Lise Aasen Haveraaen tlf: 55 58 21 19 / Lise.Haveraaen@nsd.no

Vedlegg: Prosjektvurdering

Kopi: Marie Henriksen Bogstad, mariebogstad@gmail.com



FORMÅL

Formålet med prosjektet er å utforske forholdet mellom deltagelse i urbant landbruk og økt livskvalitet. Følgende forskningsspørsmål vil belyses: «Hva er deltagernes oppfattede fordeler ved å drive med urbant landbruk?», «Hvordan påvirker deltagelse deres daglige liv?» og «Hva er deres motivasjon for å delta?»

Prosjektet er en del av det større prosjektet “Cultivating Public Spaces: urban agriculture as a basis for human flourishing and sustainability transition in Norwegian cities”.

UTVALG OG REKRUTTERING

Utvalget består av deltakere i urbane landbruksinitiativer i alderen 16 eller eldre. Utvalget rekrutteres gjennom initiativet de er en del av. Personvernombudet forutsetter at frivillighet, taushetsplikt og konfidensialitet blir ivare tatt under rekruttering av utvalget.

INFORMASJON OG SAMTYKKE

Utvalget informeres skriftlig og muntlig om prosjektet og samtykker til deltagelse. Informasjonsskrivet er godt utformet.

Hovedregelen når det registreres sensitive opplysninger til forskningsformål om ungdom under 18 år, er at det må innhentes samtykke fra foreldrene. I dette prosjektet vurderer personvernombudet det imidlertid slik at ungdommer over 16 år kan samtykke til deltagelse på selvstendig grunnlag. Dette ut fra en helhetsvurdering av opplysningenes art og omfang.

SENSITIVE PERSONOPPLYSNINGER

Basert på prosjektets tematikk vurderer vi at det kan fremkomme opplysninger om informantenes helseforhold, jf. personopplysningsloven §2 nr 8c. Vi tar derfor høyde for at slike opplysninger kan registreres.

I meldeskjema er det krysset av for at det vil samles inn sensitive personopplysninger om rasemessig eller etnisk bakgrunn eller politisk, filosofisk eller religiøs oppfatning. På bakgrunn av informasjonen i prosjektmeldingen vurderer vi at det ikke skal behandles sensitive personopplysninger om slike forhold. Vi har derfor endret dette punktet.

DATAINNSAMLING

Informantene skal ta bilder/fotografier som representerer de positive aspektene ved urbant landbruk (photovoice). Deretter vil de delta på fokusgruppe/workshop, hvor de vil vise frem og diskutere egne og andres bilder. Noen informanter vil så delta på et personlig dybdeintervju.

Vi gjør oppmerksom på at dersom bildene inneholder informasjon som kan identifisere tredjepersoner (personer som ikke deltar i studien), må det innhentes samtykke fra disse til å bruke bildene i studien.

OBSERVASJON

I meldeskjema er det krysset av for at personopplysninger skal registreres ved hjelp av observasjon. Vi kan imidlertid ikke finne informasjon om dette i dokumentene som er vedlagt eller i andre deler av meldeskjemaet, og har endret dette punktet. Vi legger derfor til grunn at det ikke innhentes personopplysninger ved hjelp av observasjon, men at personopplysninger innhentes gjennom photovoice, fokusgruppe/workshop og intervjuer.

Hvis det likevel blir aktuelt å samle inn personopplysninger via observasjon, kan dere sende utfyllende informasjon til personvernombudet@nsd.no.

INFORMASJONSSIKKERHET

Personvernombudet legger til grunn at forsker etterfølger Norges miljø- og biovitenskapelige universitet sine interne rutiner for datasikkerhet. Dersom personopplysninger skal lagres på privat pc /mobile enheter, bør opplysningene krypteres tilstrekkelig.

PUBLISERING

Det oppgis at personopplysninger skal publiseres. Personvernombudet legger til grunn at det foreligger eksplisitt samtykke fra den enkelte til dette. Vi anbefaler at deltakerne gis anledning til å lese igjennom egne opplysninger og godkjenne disse før publisering.

PROSJEKTLUTT OG ANONYMISERING

Forventet prosjektlutt er 15.05.2018. Ifølge prosjektmeldingen skal innsamlede opplysninger da anonymiseres. Anonymisering innebærer å bearbeide datamaterialet slik at ingen enkeltpersoner kan gjenkjennes. Det gjøres ved å:

- slette direkte personopplysninger (som navn/koblingsnøkkel)
- slette/omskrive indirekte personopplysninger (identifiserende sammenstilling av bakgrunnsopplysninger som f.eks. bosted/arbeidssted, alder og kjønn)
- slette digitale lyd-/bilde- og videoopptak

Examples of analysis (Meaning unit – code – sub-category – category)

Category: Leisure time and recreation

Meaning unit	Condensed meaning unit	Code	Sub-category
That one can come here after a long day at work and just do something completely different. Get away from a screen, or get away from the phone, or email, and just do something as basic as picking stone or digging in the soil	Coming to the garden after a long day at work, and having a break from technology doing something different and simple.	Using the garden as a place for leisure time activities and a break from modern society	A break from everyday life
The joy from being in something different from ones job maybe, that's not for profit, so you don't have to watch the time, it just something that's for pleasure // I have an office job. It's nice to put on muddy clothes and boots and head over	Feeling joy from doing something different than work	Doing something different than work	
And then it is incredibly beautiful, it really is	The garden is beautiful	Beautiful scenery	Aesthetically pleasing
One really feels that one is in the country. One really gets a feeling of not being in the city	A feeling of being in the country and not being in the city	A feeling of not being in the city	
Yes, I found it incredibly serene to come here in the afternoon. Sit in the sunset in the evening in peace and quiet. Very much recreation.	Feeling of serenity from coming to the garden in the evening, watching the sunset and enjoy peace and quiet	Feeling of serenity	Stress relief and relaxation
It's very nice to come, maybe pick some weeds, and just sit and be really. Get some peace and quiet. // Just relax and watch the	The garden's peace and quiet as a stress relief and relaxation	Relaxing in peace and quiet	

Examples of analysis (Meaning unit – code – sub-category – category)

grass grow // It's an incredible stress reliever [...]			
--	--	--	--

Category: Personal accomplishment and development

Meaning unit	Condensed meaning unit	Code	Sub-category
That's my experience from last year, that it's a good start, and it is connected to being a part of creating something new. [...] The carrots aren't so nice, but it's a good start, and then we'll make something happen	A good starting point for further development, even though the carrots are not so nice looking	Ethusiasm and optimism for the future	Ownership
It was actually inspiring to become a part of a project that had just begun, and I felt some ownership. I wanted to make it a success. You get out what you put in.	Inspiring to be a part of the beginning of the project, felt ownership and wanted to make it a success.	Wanting to make the garden a success.	
I was not too concerned with the «matauk» in the first place, but I was very pleased when I got such great results // That vision from the stone covered field, or blue clay, where you thought nothing would grow. To that result, all the rain we had, it was despite of that. The result that came out of it. I find that to be a wonder.	Pleasantly surprised over her production accomplishments and transformation of the garden	Accomplished to grow her own vegetables despite the conditions	Satisfaction and pride from accomplishments
One of the highlights was the food that we made in common, or at home from what we	Joy from cooking something completely out of self-grown produce	Growing one's own food	

Examples of analysis (Meaning unit – code – sub-category – category)

<p>had grown. What we «tryllet frem» with things that came straight from the garden.</p>			
<p>If you notice right in the middle there, at the top, that's my parcel, and every parcel owner and people who passed wondered what I had given my potatoes. Because they were so big and good looking.</p>	<p>Proud of sharing his accomplishments with others</p>	<p>Gained acknowledgement for his effort</p>	
<p>I spent more money on growing my own vegetables than I would have going to the store, but it was worth it. I grew my own vegetables, I got to know what I ate, and it was fresh.</p>	<p>Even though it was more expensive to grow one's own vegetables, compared to going to the store, it was worth it because he got to know what he ate, and it was fresh.</p>	<p>Eating fresh food from which you know the origin</p>	
<p>You see the results straight away. In modern society one is often a little. You contribute to large processes, but one is perhaps a little distant from the results. While here you see the results very direct, and I think one can achieve a lot of pleasure from it. Even if very simple things.</p>	<p>Seeing the direct results of your efforts, no matter how simple, as a contrast to modern society where one is usually more distant.</p>	<p>Feeling pleasure from seeing direct results of ones actions</p>	
<p>Everyone had invested so much time and energy to get started, but after such a huge effort you are so pleased with what one has accomplished</p>	<p>Invested a lot of time and energy, but seeing the results brings a lot of pleasure</p>	<p>Pleased to see the results of the invested time and energy</p>	

Examples of analysis (Meaning unit – code – sub-category – category)

<p>My primary ideology is to make the soil as liveable for as many small organisms as possible, to make sure that plants can live there without toxins. [...] That is a process, so the soil is perhaps even better this year, when spring comes</p>	<p>My ideology is to create good organic soil, which is a process. Hopefully the efforts have paid off this season.</p>	<p>Acting according to his ideology in the garden</p>	<p>A place for developing personal interests</p>
<p>I have rented my own parcel this year, so that we'll have one each. It sort of became my partner's project last year because he was so involved in the beginning. But then it proved to be a lot of fun, so then I wanted to try also. But we chose not to have parcels next to each other, so we can try different things, methods also even.</p>	<p>Renting an extra parcel to have more space to try her own things and methods.</p>	<p>Having a personal space for individual hobbies and trying new things</p>	
<p>What I think many of us have in common here is being a part of creating something. To make something, either growing vegetables or building something, or just making room for something in the garden. There is something creative there, which I think is very basic for human beings. I think one often gets into routines where you don't create new things to be proud of. And I think you get a good feeling of being</p>	<p>Being a part of creating something as a foundation for human beings. Being creative and feeling pride from creating something outside one's regular routine.</p>	<p>Being creative and feeling pride from creating something</p>	<p>Being creative</p>

Examples of analysis (Meaning unit – code – sub-category – category)

a part of creating something.			
One of the highlights was the food we cooked together, or at home, with the food that we had grown. What we magically conjured up with things that came straight from the garden.	One of the highlights was making food from what they had grown in the garden	Finding ways to cook with what they had grown	

Category: A social environment

Meaning unit	Condensed meaning unit	Code	Sub-category
The pictures I have picked out represent what has pleased me this season, namely pleasing others	Joy from pleasing others	Pleasing others	Sharing the experience
And it helped that the parcel next to us was just as eager	Influencing each other	Collective motivation	
You're neither fond of stones nor rain, however it's good memories nonetheless. I got to know a lot of new people, most of whom live in the area, whom I don't think I would have gotten to know elsewhere.	Making friends within the local community while doing something simple together	Collective problem solving as a basis for building relationships	
The stone picking was the first time everyone got together for a collective task, and you got the feeling that here something is happening	From picking stones together you got the feeling that something special was happening	A special feeling from creating something together	
It's easier to do something when you are not standing alone with a lot of enthusiasm, but there are others there also, and then we just do it, we play and it's good	Easier to engage in activity when you are not alone, even though you are enthusiastic	Doing something together is more fun than doing something alone	

Examples of analysis (Meaning unit – code – sub-category – category)

It is very social to be in the garden. Even though there are not many people here, it's becomes social nonetheless	The garden is a social place	A social place	Social interaction
And we had so many nice conversations	Nice conversation	Enjoyable conversation	
And the social, I have sort of been dragged into it. And that was an added pleasure, it went beyond having that little parcel	Unexpected joy from the social	Valuing the social	
It reminds me a lot of a «Steinerskolefellesskap», so I have regained that	Regained a sense of community	Regained community	Being part of a community
We moved to Røa four years ago, and we had never really managed to find our place, or get to know people that well. [...] We thought it was really positive that it was not only individual parcels, but that it was a collective cultivating project. With growing together.	Never found their place or built deep social relationships, but found that in the garden community, cultivating together.	Growing together and creating cohesion	
I think another word, it's connected to community, is joy. That there is an enormous joy from having this community.	Enormous joy from being a part of the community	Joy from the community	
I think that has to do with quality of life. That you in different phases of your life have a need to participate in something that's not necessarily a job, or an individual hobby, but a community that triggers you both individually and socially, and Voksenenga has a really nice function like that	Being a part of a community that is not a job or an individual hobby, but something that triggers you both socially and individually	The Voksenenga community gives space for both social interaction and individual development	
I met people in all age groups, we barbequed and talked, we helped each other. It was a lot of fun for	Making acquaintances with people you normally	Unexpected friendships	Making friends

Examples of analysis (Meaning unit – code – sub-category – category)

me. I met people I would never have imagined meeting	would not meet, in all age groups.		
I think another word is diversity. Across age groups, what you do, interests, like there are so many different people. And it is a little unbelievable how well everyone gets along and everything works [...] Here everyone is wearing work clothes and boots and are here to grow vegetables. It feels good.	Coming together despite differences and engaging with a diversity of people. Everyone is in work clothes and boots and have a common purpose.	Having a common purpose and a shared responsibility as a basis for building relationships	
I think it's OK to help each other, because you might need help tomorrow yourself. Most people understand that when you have been helped before, you return the favour.	Giving help to be able to receive help	Helping as a basis for reciprocity	Helping each other
The stones came in all sizes. They were even small some of them. And the small children went and picked, and made little pyramids. It was really nice because then we could take it further, into the big pile, so there were stones for every size and body. Everyone was needed.	Stones in all shapes and sizes, meaning that everyone, independent of size or body could contribute. No one was excluded	Room for everyone to contribute	Room for everyone
That was what I was talking about also, the fact that what we have in common is the garden, so then it doesn't matter if you're an accountant or a farmer from Eritrea	It doesn't matter if you're an accountant or a farmer from Eritrea	The garden as a neutral platform	

Examples of analysis (Meaning unit – code – sub-category – category)

Category: An arena for family and friends

Meaning unit	Condensed meaning unit	Code	Sub-category
To come over and see that the Bogstad-farmer is bringing his big tractor and started to dig in what seemed like an impossible project. And we brought our grandchildren, and got the task of picking stones, and it was so much fun! For the kids. I thought that was surprising and very nice.	Surprised how picking stones with her grandchildren could be so much fun	Spending quality time with her grandchildren	Spending time with the children
And it's a lot of fun for the kids to pick potatoes [...] And it's nice that the kids think it's fun to go outside. Because us adults are very concerned with the kids spending time outside, men vi just want to go for a walk. But here there is something happening all the time. At least when you're many.	The garden as a purpose for bringing the children outside, and spending time together.	Purposeful activity for the children	
A very direct effect of it is that they (the children) become interested in foods that they otherwise might not have been so concerned with. They get to know the food products in a completely different way.	The children become interested in food products otherwise unknown to them, and get to know them in a new way.	Familiarizing children with new food	Observing the children's experiences
You can see how it gives the children a lot of joy and they talk about it. // Our three	Seeing how the garden gives the children joy and is important to them	Seeing how the garden is important to the children	

Examples of analysis (Meaning unit – code – sub-category – category)

year old was very clear about now we are going to the parcel garden.			
I picked out this picture because it pleased me to see that the kids enjoyed being in Voksenenga	Feeling joy from seeing the kids enjoy the garden	She enjoys seeing the kids in the garden	
I was very concerned with making a place inside my parcel garden. Almost even more so than the crop.	Making the garden a place to be	Important to be able to spend time in the garden	The garden as an arena for visitors
We hosted a birthday party in the garden where the kids were served pizza, got to go out and hunt treasures in the garden, and thought it was amazing. And yes, we cultivated, planted potatoes and pumpkins, peas, beans, and so on [...] What they enjoyed the most was running around. Because the area is so big, but it's fenced in so it is very safe and open. We could eat there, they met other children and ran around in a herd, so it was pure idyll.	Hosted a birthday party in the garden with pizza and activities for the children, which they thought were amazing. They enjoyed running around, playing with other children, and it was safe. Being able to eat there, having them play with other kids and run around was very idyllic.	Being able to use the garden for social purposes	
It is a garden with a real fence surrounding it, the children are safe in there. You see them all the time. Safe and sound.	The garden has a fence so you never lose sight of the kids. It's safe and sound	The garden is safe for children	Sheltered and safe
It was a very family friendly place to be, and almost every time we were there we brought the kids	The garden is family friendly so the kids can come along	Family friendly	

Examples of analysis (Meaning unit – code – sub-category – category)

Category: Belonging to the local community

Meaning unit	Condensed meaning unit	Code	Sub-category
And that this field, that we had passed so many times before, and always been like, what is this, just people walking their dogs. Too bad it's not something we can use, take pleasure in. But here it became a place for everyone. Not just the dog walkers.	Seeing how the field has transformed into something that's of use for the local community, not just people walking their dogs.	A place for purposeful activity within the local community	The garden as a public place
I think it's good for the environment, not just us doing it, but it's good for the neighbourhood. For people passing, and most of the time they're positive.	The garden has an impact on the local environment	The garden as a place in the local community	
I like the word pride. To be proud of this area. Being proud of living in Hovseter is also connected to meeting each other at Voksenenga. I meet neighbours here, and we are proud to be both in Hovseter and at Voksenenga	Being proud of living in Hovseter is also connected to meeting each other at Voksenenga. We are proud to be both in Hovseter and at Voksenenga	Feeling pride towards the place through meeting neighbours in the garden	The garden as something to be proud of in the local community
It was actually super important that it was local. As a father of small children you don't have time to travel to do anything	Very important that the garden is local	Importance of location	Proximity

Example of focus group transcript

Participant 7: Det nesten alle har sagt er samhold da.

Participant 2: Og steinplukking.

Participant 7: Og steinplukking.

Researcher: Samhold i steinplukking. *Alle små-ler*.

Participant 4: Den fase er så og si ferdig da. Det er bare de som, sånn som henne, som kjøpte jord istedenfor å grave opp sin egen parsell. De har en del steiner å plukke fortsatt.

Participant 2: Ja, men også de nye områdene som.

Participant 4: De opp som...*utydelig*...sånn som min nabo.

Participant 2: De har litt mer stein.

Participant 4: [...] Men mål, som er veldig klart. Det er at vi skal dyrke våre egne grønnsaker. Treffe nye mennesker. Og ha det litt moro. Det er tre punkter som jeg ser er ganske klart. Alle har så og si det samme interesse.

[...]

Participant 1: Mulig jeg setter ord på ting som kanskje ikke er sagt, men det er sånn som jeg ser på det. Altså det at, jeg tror at det som er felles for veldig mange her, det å være med å skape noe. Å lage noe. Altså, enten det er grønnsaker eller bygge noe, eller i seg selv å få på plass ting i hagen, det, og det er noe kreativt der. Som jeg tror at, det er veldig grunnleggende for mennesker. Og jeg tror at, det er ikke alltid, for at man går inn i sånne rutiner veldig ofte. Som ikke føles så veldig, altså man gjør jo, man skaper jo som regel ting, men det er ikke sånne nye ting som man kan være stolte av, og det tror jeg at man får en sånn bra følelse av å være med å skape noe.

Participant 2: Det er veldig direkte ikke sant.

Participant 1: Og du ser resultatene med en gang. Ofte i sånn, mulig jeg blir litt filosofisk da, i moderne samfunn, så er man ofte litt, man bidrar kanskje til store prosesser, men man er litt fjern fra resultatene. Mens det her er noe hvor man ser resultatene veldig direkte, og jeg tror at man kan få mye glede av det. Selv om det er veldig enkle ting og, ja. Så det er sånn tilbake til, ja, noe veldig grunnleggende, tror jeg.

Participant 3: Det å komme hjem og spise middag, så har du laget alt, alt er fra egen parsell. Så det opplevde jeg noen ganger, ja alt var egendyrket. Den følelsen altså, som det var.

Participant 2: Man ville kanskje ikke tenkt på å kjøpe det i butikken. *Noe utydelig prat*

Participant 3: Jeg spiser veldig mye blomkål jeg! Blomkålsuppe og, det var ikke måte på hva jeg kunne lage av blomkål.

[...]

Participant 2: Ja, vi gikk jo noen måneder, og «når kommer det noe å spise?».

Participant 4: Det som virket å høstet først, det var de rødbeter. Det var, det kom veldig fort og var veldig tidlig, og det var en stor glede.

Participant 2: Men nå, vi har jo lært.

Philip: Og det har vært mye spørsmål på facebook, folk som er interessert om dyrke forskjellige ting, og kommer med spørsmål, hva dere lyktes med, og hva som var lønnsomt og ikke lønnsomt og sånn.

Participant 2: Og det er bra å følge opp, gi tips til neste basert på...

Participant 5: Ja, også er det noe rart med noe generasjonsgreier her. Jeg har syns det har vært gøy med planter, men jeg er ikke noe spesielt effektiv, og jeg har fått dyrka noe i noen pallekasser, og resten av parsellen er jo

Example of focus group transcript

ikke ordentlig oppdyrka. Så jeg er ikke sånn kjempestolt av produksjonen, men det har vært veldig glede likevel. Blant annet de store barnebarna mine på noen og tyve år. De er jo sånn veganere og veldig opptatt av økologi og sånt no'. Og den gleden de hadde av å komme å ta en kvist med grønnkål som jeg hadde dyrka, «denne er det mest kortreiste jeg noen gang har spist». *Alle ler godt*. Også stå der å spise grønnkål, nei, verdens største delikatesse, men for dem var det helt strålende, og noen sukkererter og noe sånt. Så masse glede rundt det kortreiste. Som man lærer begrepet på neste generasjon.

Participant 4: Hva heter den dama som fikk så veldig store kål?

Participant 6: Sara?

Participant 4: Jeg vet ikke, hun var vedsiden av den kran, nedenfor meg, litt på siden. Hun var nedenfor den ****.

Participant 6: Å, nei, det var jo *Participant 3*!

Participant 4: Det var deg som fikk så mye kål. Store kål?

Participant 3: Grønnkål ja?

Participant 4: Ikke grønnkål? Kål.

Participant 3: Allverdens kål, ja. *Blar i bildene sine*. Det var veldig mye forskjellig kålretter ja.

Participant 4: Det var fantastisk.

[...]

Participant 6: Men Voksenenga er jo noe spesielt, sånn som det med dere du trekker frem, med samskaping og fellesskap og sånn. I og med at det ikke bare er en parsellhage. Da kunne vi kalt det Voksenenga parsellhage. Men det er en nærmiljøhage, som har som formål å samle folk da. Så da er jo denne fellehagen, det som vi, til bruk for andre som ikke har parseller. Noe vi prøver å styrke og være tydeligere på denne sesongen her. Og så har vi jo skoler som er med og bruker fellehagen til skolehage.

Participant 5: Eldre kommer.

Participant 6: Eldre. Ja, det er mange som bruker fellehagen også. Så det, nå har vi akkurat fått en avtale med Hovseter skole, som skal bruke. De er åtte paralleller som skal ha undervisning i, på Voksenenga. Ungdomsskole. Det er kjempefint.

Participant 1: Og jeg tror at for oss som leier parsell. Det hadde ikke vært det samme uten fellehagen. Så det er også bra å ha den kombinasjonen.

Participant 6: Ikke sant. Det tunet som vi har felles, hvor man bruker felles redskap, man har sittebenker, man har kjøkken, og bål plass, og har...

Participant 5: Redskapene, ikke minst. For vi skulle måtte skaffe hvert vårt redskap til alt det vi skulle gjøre.

Participant 2: Ja, alle hatt et skjul og.

Participant 5: Ja, for det er det i mange parsellhager. Små skur. Men vi kan gå å forsyne oss av felles redskap, og det har vært veldig, veldig fint da.

Immediate notes following the focus group

Hvis jeg skulle fortalt noen nå hva som kom ut av fokusgruppen, hva ville jeg sagt?

Fellesnevner:

- **Samhold:** Fellesskap → Steinplukkingen, felleskjøkken, felles utstyr. Strippet for roller. Møteplass.
- **Inkluderende:** Strippet for roller, «Alle er i arbeidsklær». Gjør noe så enkelt som å plukke stein, men når man gjør det sammen blir det gøy. Møteplass. Mangfold. Befriende. Ikke bare innad i hagen, men også i nærmiljøet.
- **Rekreasjon:** Fint sted å komme etter skole/jobb/barnehage. Kan også være alene. Vakkert, stemningsfullt. Frisk luft. Fysisk aktivitet. Kontrast til det moderne samfunn. Man merker at man ikke er i byen – landlig.
- **Et sted for barna:** Inngjerdet, oversiktlig, andre barn å leke med. De har det gøy. Glede av å trekke opp sin første gulrot for eksempel. Fri lek. Trygt. Barna tar initiativ, viser til venner, stolthet.
- **Glede:** Sammen, for barna, individuelt. Mestringsfølelse. Lage noe av kun egendyrkede grønnsaker. Kreativitet. Utvikling – fra ingenting (stein og leire) til en plass hvor det spirer og gror. Skape noe. Stolthet og eierskap.
- **Bevissthet:** Rundt matavfall. Hva det vil si å dyrke frem noe, prosessen. Respekt for maten. Kjøper mer økologisk? Ikke det viktigste. Holdninger? Kortreist. Lærer om mat på en helt annen måte.
- **Resiprositet:** Henger sammen med fellesskap og samhold. Gir og får noe igjen. Hjelp andre fordi da er det lettere å spørre om hjelp selv.
- **Nærmiljøet:** Samhold. Et sted for alle. Lokalsamfunnet – passive brukere. Ta i bruk en lokasjon som ikke brukes. Utnytte tomme rom. Nysgjerrighet. «Velkommen inn». Markaport – offentlig bruksområde.
- **Ledelse**



Norges miljø- og biovitenskapelige universitet
Noregs miljø- og biovitenskapelige universitet
Norwegian University of Life Sciences

Postboks 5003
NO-1432 Ås
Norway