# Exploring the key factors to the success of the Organic Gardening for Primary Schools Project and what are the obstacles that may reduce the efficacy of such initiatives

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## Abstract

This was a qualitative study that used in depth interviews with professionals and specialists, who were involved with the Organic Gardening for Primary Schools Project. The findings illustrate the benefits of the School Garden and reflect the relevance of this subject in this present day. Observing the impact on social, food and environmental behaviours, while also encompassing the current curriculum. The findings also reflect the potential of a relatively simple initiative to impact on behaviour and on how this has important implications when considering how future generations could interact with our planet. However, new insight into the funding and resources for such initiatives suggest a need for further research.


## Introduction

The research aimed to gain insight into the area of School Gardening by exploring which factors are key to the success of the Organic Gardening for Primary Schools Project and potential obstacles that may reduce the efficacy of such initiatives.

## Method

Using a qualitative approach the researcher used a specific sampling method to access participants. Once the participants had agreed to take part in the study; a location and time was agreed to carry out the semi-structured in -depth interviews.

An interview schedule was compiled with the intention of answering the general research question. In developing the questions, themes were identified which were influenced by the research question along with the literature review.

## Findings

Many themes emerged from the interviews; some novel, along with some of the pre-established themes, which brought to light new insights into School Gardening. Themes that were deemed significant in the findings are as follows: School Gardens; Effects on Child Behaviour; Children Learning; and the Mainstays of the Organic Gardening for Primary School Project.

## Discussion

Many themes emerged from the interviews; some had been considered by previous literature, such as the role of teachers, the need for teacher training and support and how School Gardens can enhance the children's social and environmental awareness. Other themes offered new insights around the capacity of the School Garden as a teaching resource, rather than a burden, and the conundrum of financing such projects when high bills outstrip the funding coming in to a school.