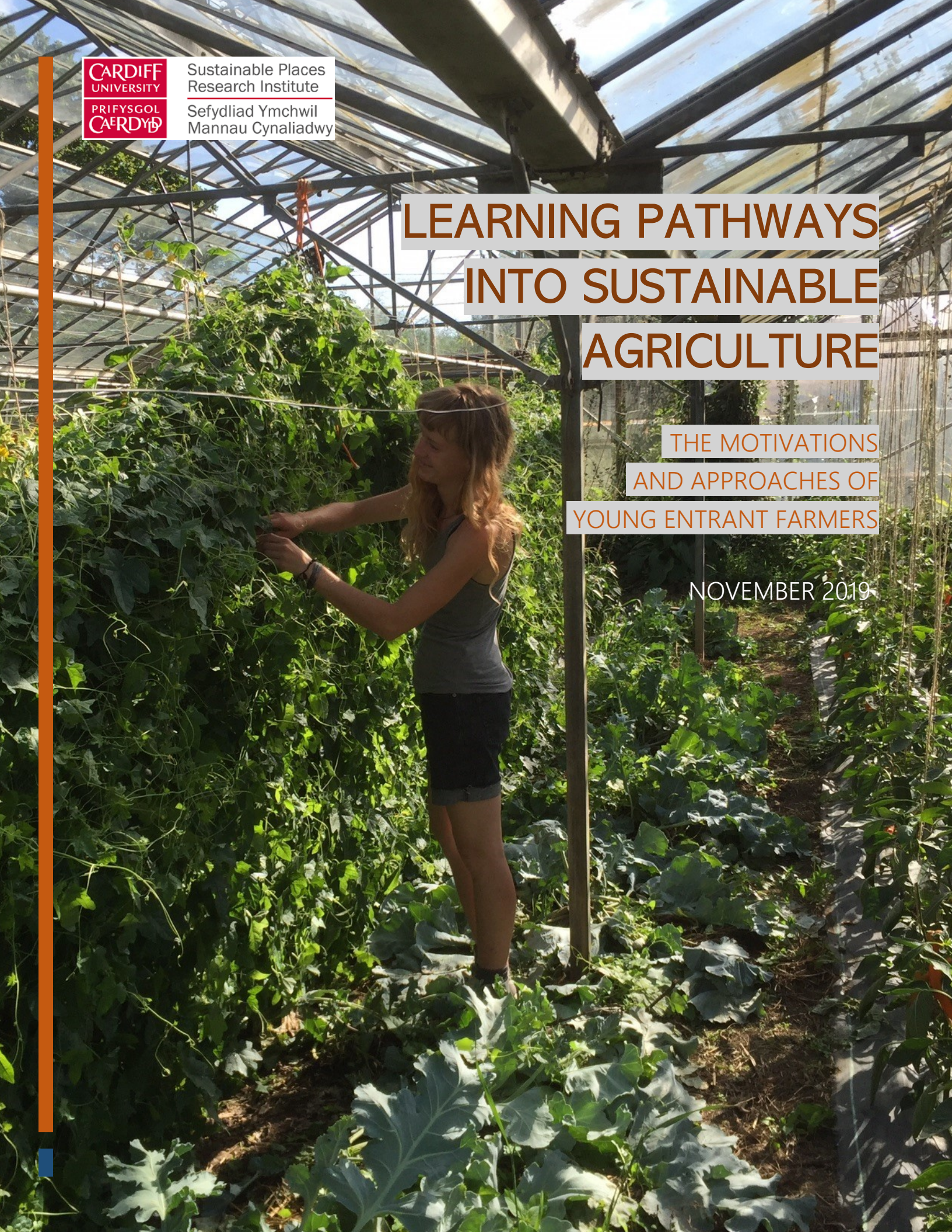


# LEARNING PATHWAYS INTO SUSTAINABLE AGRICULTURE

THE MOTIVATIONS  
AND APPROACHES OF  
YOUNG ENTRANT FARMERS

NOVEMBER 2019





The research project *Learning Pathways into Sustainable Agriculture* was undertaken in the summer of 2019 in order to shed light on the experiences of a growing number of young people who choose to enter sustainable agriculture<sup>1</sup> from non-farming backgrounds.

I want to thank all of the young entrant farmers who were interviewed for this research and shared their inspiring stories with me. May your farming journeys continue with much joy and success.

PRODUCED BY  
ALICE TAHERZADEH

THE SUSTAINABLE PLACES  
RESEARCH INSTITUTE  
CARDIFF UNIVERSITY  
CARDIFF, UK

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## Learning Pathways into Sustainable Agriculture

Transforming the UK food system requires us to look ahead and ensure that we nourish the small shoots today which will form important parts of our sustainable food system tomorrow. This means not only tackling the challenge of retaining people in farming and supporting their transition to sustainable agriculture but also, and importantly, attracting and supporting new entrants into agriculture.

This report highlights both the incredible enthusiasm and energy young new entrants are bringing to the farming sector and the many challenges they face in a system which offers little support for them. To encourage the creation of more sustainable farm businesses in the UK, a crucial starting point is supporting new farmers' learning pathways into sustainable agriculture.

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*"I'm pursuing farming because I think it is really important in the world where we are now. I mean, we use doctors every now and again and lawyers however many times in our lives, but we use farmers and gardeners every single day. So, it's important that we have people who are farming from a holistic, sensitive, regenerative place in the world. "*

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### Research Context

This report is based on interviews with young entrant farmers who were asked about their motivations for entering farming, their learning experiences and the challenges and barriers for young entrants in general. Throughout this report quotes from young entrants are used to illustrate the conclusions drawn from the research. This is particularly the case when examining the motivations of young entrants in an attempt to do justice to their experiences and share their stories with readers who might also identify with them as well. I was personally interested in gathering these stories after speaking with many new entrants and having volunteered on farms myself. As an early stage researcher beginning research on agricultural learning, this builds on my work in both education and sustainable food systems.

## Young Entrant Farmers

### Who is a young entrant farmer?

Official figures tend to obscure the reality of young farmers in the UK and EU as they focus on the heads of agricultural businesses<sup>2</sup>. As a result, the head growers, trainees and other farm workers who might hold a lot of responsibility for agricultural production but do not own a farm business are made invisible. This is particularly an issue as one of the biggest challenges facing young people entering farming is access to land<sup>3</sup> and they are therefore less likely to own the piece of land they work on. This study chose a broader definition of young entrant to account for those who are at different stages on their learning pathways towards becoming farmers (see appendix).

**Young Entrants or Young Entrant Farmers** are those **aged 16-40** who are either **first time** head of an agricultural business as sole proprietor or with others aged 16-40 (excl. successors<sup>4</sup>) OR currently in agricultural work, apprenticeships or traineeships with the intention of becoming heads of agricultural businesses (excl. successors). This definition includes those who have begun their farming pathway but might not currently hold a farming position.

### The 'young farmer problem'

For the last few decades, European countries have seen the steady decline and aging of farmers alongside the rapid reduction in the number of farms, with a smaller number of landowners managing even larger proportions of the total farmland. Young farmers are particularly scarce in the UK where they make up just 5.3% of the total farmer population compared with the 10.6% EU average<sup>5</sup>. This challenge is known as the 'young farmer' problem and has attracted a large amount of government and institutional investment over the years for arguably little change<sup>6</sup>.

Yet, as mentioned above the figures that define this challenge are misleading. Also, in treating all agricultural production as one, official statistics which show that farmers are predominantly male and old<sup>7</sup>, ignore the new generation of farmers working within sustainable forms of agriculture who are far more likely to be female, educated and young<sup>8</sup>.

### Why do we need to examine Learning Pathways and what are they?

Transformation of the food system is urgently needed. Agriculture is now recognized as one of the biggest human contributors to ecological and climate crisis<sup>9</sup>. Currently only 2.9% farmland in the UK comprises organic farming area compared with a 7% EU average<sup>10</sup>. Young entrants are more likely to farm organically<sup>11</sup> and engage with agri-environment schemes<sup>12</sup>. The number of young entrants in sustainable agriculture is noticeably growing<sup>13</sup> to form a new generation of farmers with the potential to positively impact the UK food and farming landscape.

There are currently no clear pathways in the UK for such young entrants. Their entry into farming tends to be very different to traditional pathways into farming and can vary greatly<sup>14</sup>. To support current and future young entrants to play an important role in food system transformation it is important to understand how and where they enter farming, how they gain the skills they need and which barriers they face in doing so – their learning pathways into sustainable agriculture.



## Entry Points into Sustainable Agriculture

**Where do young people become interested in farming?  
Which activities or spaces serve as entry points into sustainable agriculture?**

Entry points can be both ideas and/or experiences. Sometimes these will be subtle and multiple and will develop over several encounters before the entrant chooses to start a farming career. Other entry points are more sudden and lead directly into farming.

This research found that volunteering on organic farms through a website like wwoof.org was a key entry point for some farmers whilst others had no volunteer experience before starting a farm job or agricultural course.

Young entrants often had no existing social links to farming though several had interacted with farms or vegetable growing at home during childhood. A few young entrants had first become interested in farming through part-time jobs on local organic farms during their teenage years whilst a few came across farm work by chance through job advertisements like Job Growth Wales<sup>15</sup>.



### Key Entry Points

- **'WWOOFING'** or other forms of farm volunteering may act both as initial entry points and cumulative experiences which affirm the desire to enter farming.
- **Permaculture** is a well-established international movement offering courses which often serve as a first encounter with sustainable farming. Though, in the UK it is seen by some as more of a hobby and entrants may move on to approaches such as agroecology.
- **Related University Degree Courses** such as geography can introduce key concepts relating to sustainable agriculture.
- Interest in **ethical consumption** and **reducing one's ecological footprint** through lifestyle changes such as **off-grid living** and involvement in **intentional communities** act as a first step to considering farming as a career.
- **Care Farming** as an approach to therapy and social care can lead to those involved considering work in commercial sustainable farming.



## Approaches to Entry

In understanding young entrants' pathways into farming, it is crucial to note that schools and colleges did not provide entry points to agriculture. Many of those interviewed commented on the fact that they were never presented with agriculture as an option during their education. Agricultural work was often portrayed as inferior to a traditional academic or

professional path and was highlighted by interviewees as seriously undervalued within or excluded from the mainstream education system. This affects the approaches to entry that young people take as agriculture is not an expected or accepted route. Those interviewed came to farming in their mid-20s or later after trying other educational or professional pathways.

Approaches to entry can be described tentative or rapid and may involve young people stumbling across the idea of farming or happening to be in the right place to take advantage of an opportunity to work in farming. Often, entrants' approaches comprised a combination of these elements at different points, i.e. having stumbled into farming they then tentatively engage in more farming activities and begin planning for a career in farming.

**Tentative:** This approach is quite pragmatic about entering farming and the risks and challenges involved. It is gradual and can sometimes be the re-emergence of interest after earlier experiences with farms. It often involves shorter periods of WWOOFING and training over a period of time whilst still engaging non-agricultural work before committing to becoming a farmer.

**Rapid:** Often coming from a tension existing in the everyday like needing to "get out" of the city or poor mental health. In this sense it can be the initial motivator for seeking out alternative career paths and lifestyles, though it can also follow from a chance encounter farming which then sparks an interest and a sharp realisation of the need to change path. It can also be the result of a life-changing/affirming event which causes rapid re-evaluation and changing of life course.

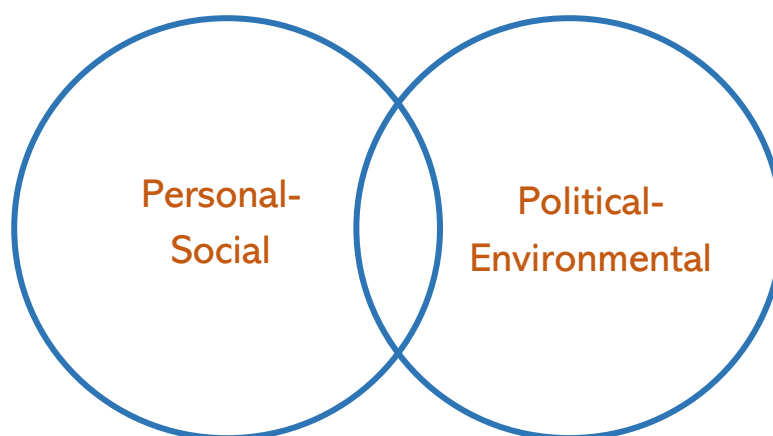
**Stumble:** Entrants quite often stumbled across farming through related interests and entry points such as, intentional communities; WWOOFing whilst travelling; a general interest in food etc. There is some sense of purpose and intention but the idea of becoming a farmer is not there in the first instance and then grows after coming into contact with sustainable farming.

**Opportunistic:** Similar to stumbling but more purposeful and with more of a direct step into farming such as taking on a farm or farm job because the opportunity arises and there is some interest but perhaps little experience.



# Motivations of Young Entrant Farmers

Why are young people from non-farming backgrounds choosing to farm sustainably?



## Personal-Social

- Those interviewed saw farming as “**meaningful work**” that allowed them to have “**purpose**” while being outdoors doing “**practical hands-on**” activities with “**tangible**” outcomes.
- While many did not have existing prior social networks in farming, the social interactions they experienced within farming were important motivators and most mentioned a more social and **community-based** approach to farming, or “**Agri-culture**”.
- The decision to break away from expected career paths and choose an often undervalued and underpaid job was often related to the perspective that “**life is short**”, meaning young entrants were more likely to choose something they found joy in.
- This was connected to **mental health and wellbeing**. Some young entrants decided to pursue farming due to the benefit to their mental health and wellbeing, often in contrast to life in the city and doing work they found unsatisfying.

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*“Because I love being outside, because I love being part of it all...I just, I love growing [...] if you're going to spend your life doing something you might as well enjoy what you're doing!”*

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*“I'd never considered farming as an option really or even working outside. I was pretty lost and felt a bit miserable, at sort of a dead-end. All my pathways I'd tried to follow through what I had been pushed to at school, I just didn't feel inspired, I felt like something was missing actually.”*

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*“I think meeting like-minded people is always encouraging especially when it's stuff where you feel like you're going against the grain of society.”*

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*“Part of this movement towards ecological farming is around, there's a big social element to helping each other and to also helping people.”*

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## Motivations of Young Entrant Farmers (cont.)

*"I can't really entertain any other way of farming knowing the damage that it does to the climate, knowing how it ruins our soils, how it ruins biodiversity, has led to the extinction of so many species. You know, I can't see myself farming in that way and I think the future is, has to be, regenerative farming. There's just no choice. If we are to have any chance of dealing with climate change, we have to change our food system."*

*"I feel quite strongly that this is a form of resistance in a way and I feel like it is quite political, farming on a small scale and in an environmental way. Yeah, I guess it feels like the right way for me to engage with those issues, it's a very active way of, and positive way of engaging with those issues and it's not what I'm against all the time but what I believe in. And I think that's what drives me to do this, it feels like a very positive way of enacting my beliefs."*

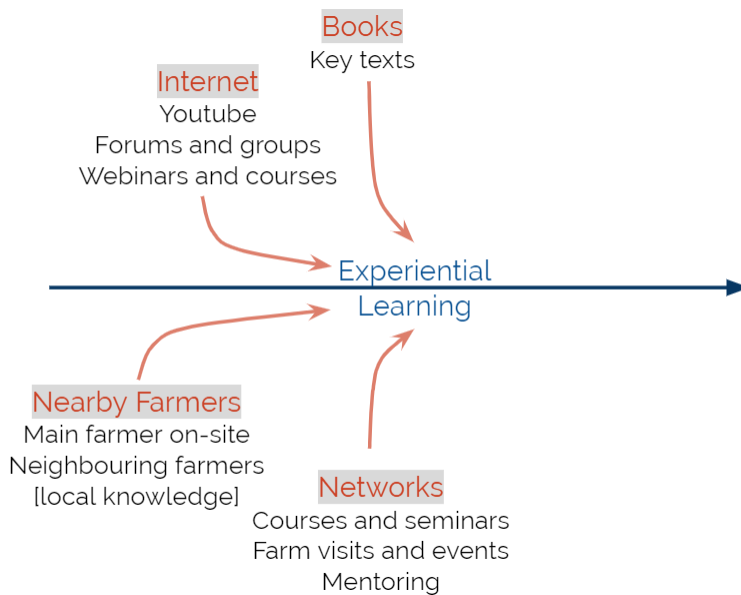
*"I realised that there's something kind of wrong when our developed country actually can't feed itself [...] it just got me thinking and reading a lot about food security and food systems and decided I wanted to learn for myself how to grow food"*

*"It is one of the few things that I've found really aligns with my values and ethics in that growing food feeds people and it can be done in a way that is sensitive to the environment and local landscape and builds community."*

### Political-Environmental

- Farming was viewed as a **"right livelihood"**, allowing young entrants to pursue a career that aligned with their principles and values.
- Almost all entrants interviewed were concerned about the **environmental impact** of industrial agriculture and the need for fundamental changes to the food system which was currently **"destroying the earth"**.
- They referred to the current **ecological crisis** or **"climate chaos"** and saw sustainable and **regenerative** agriculture as a solution and a positive action they could take to address the crisis.
- Young entrants were also concerned with addressing **social and economic aspects** of the food system by being part of a shift to a more **localised economy** which places value on food and farming.
- Those interviewed say themselves as being part of a **wider movement** and a **systems change**. Some referred to sustainable farming as a **"form of resistance"** and as **"activism"**.

## Learning Approaches



*"A lot of trial and error really. Or just putting things in the ground and maybe you'd read something about, "oh, you should do this" but you wouldn't really understand why until it was growing."*

Young entrant farmers accessed a variety of knowledge sources to support an approach of experiential learning, that is, learning by actively farming. Whether this experiential learning occurred through their own farm business, an apprenticeship or a volunteer experience, young entrants sought out at least one of the above sources of knowledge to support them to understand what they were doing. Many young entrants were particularly enthusiastic about YouTube

channels they followed by particular organic farmers and accessed webinars, blogs and forums for support. A few key books were seen as crucial as well as the knowledge and advice provided by neighbouring farmers. Though it was more difficult for some young entrants to get off the farm to access outside training, most had been to some farm visits and events through farming networks such as the regional growers' groups and the CSA network<sup>16</sup>.

### Experiencing Different Farms

Learning by visiting and working on different farms was a strong theme amongst young entrants. This could be because the majority had not grown up around farms and felt the need to be exposed to more farms before setting up their own farm businesses. Young entrants were pragmatic and acknowledged the challenge of running a financially viable agricultural business. They therefore sought to compare different farm systems and business models including various diversification models before beginning their own business.

### Previous Professional or Educational Experience

Where young entrants had previous professional and managerial experience this gave them additional knowledge and confidence in the business management side of farming.



## Types of Training

### Traineeships (standard model)

One season  
Learn alongside farmer  
Accommodation (+Food)  
£50/week stipend

### Volunteering and WWOOFing

Short or long  
Range of farms (UK and abroad)  
Urban growing projects  
Community-Supported  
Agriculture (CSAs)

### Accredited courses

Masters courses  
Schumacher College Sustainable  
Horticulture Course  
Biodynamic Apprenticeship  
Local agricultural colleges

### Short courses and workshops

Permaculture Association  
Landworkers' Alliance  
Growers Groups  
Urban Farms  
One-off events by organisations

The above lists are by no means exhaustive<sup>17</sup>, but they represent the key modes of training accessed by young entrants interested in sustainable agriculture. Young entrants tended not to follow traditional routes of agricultural training offered by agricultural colleges and government advisory services as these often don't reflect the sustainable agricultural approaches they are interested in. However, some of the courses offered in local agricultural colleges were still seen as valuable as an accessible means to learning a broad range of skills.

Various forms of training were often combined, and this depended on the entry approach the young entrant took. Traineeships and longer apprenticeships were favoured by those who didn't have previous professional career or clear access to capital to buy their own land. Whereas, others were more likely to choose short courses, workshops and short volunteering while continuing to work outside of agriculture to save for their own farm business.

*"Lots of weekend courses on different things from composting to fruit tree orchard design, pruning, all sorts of things like that. But lots of it mainly was on the kind of small-scale volunteering on other people's farms. [...] But no, no formal horticultural training or anything like that."*

## Learning Pathway Challenges

### - **Lack of knowledge of year-round farm planning**

This includes crop planning, crop rotation plans and other farm work done out of season. This is largely due to many traineeships, farm work or volunteer opportunities only running through the growing season or farmers not involving trainees or long-term volunteers in the process of planning.

### - **Lack of training in business management and dealing with customers**

If trainees are only involved in day-to-day agricultural work and do not receive any business training or insight into the processes of business management, it becomes a greater challenge for them to manage a financially viable farm business when they do start themselves.

### - **Need for experience on projects operating at commercial scale**

If trainees only learn skills in a context not operating at commercial scale they may feel less able to transfer their skills to a commercial context.

### - **Availability of affordable and accredited sustainable agricultural education**

There are few formal courses offered in sustainable agriculture and these are often expensive and require entrants to move to study. Access to suitable courses at local agricultural colleges would support trainees to more easily build their knowledge at different stages of their learning pathway.

### - **Seasonal training opportunities**

As well as the missed opportunities to learn out of season farm planning, seasonal training opportunities can leave trainees without training or work at a time of the year when it is difficult to gain a new position in farming. This can lead to entrants to seek non-farming work during the winter.

### - **“Missing Link” in learning pathway**

Currently there seems to be a lack of mid-level farming opportunities which allow entrants to gain more experience after initial training and before heading their own farm business.

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*“There were times where I felt like we were labour rather than trainees, as in there wasn't like there was a set program for us for learning, it was like we were doing a lot of the weeding and some of the more tedious tasks”*

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*“I had the technique of doing loads of jobs really well but I didn't have any of that sort of overview because I've never had to think, what do we need to do this week? The tasks were all just written up and you'd just do them”*

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*“The steepest part of the learning curve for me has been the process of management. [...] It's been quite difficult to be teaching yourself some elements of each job that you're doing for the first year and at the same time try and do it at commercial speed”*

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## Barriers to Entry

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*"Because not everyone can afford to take time off to do unpaid internships in order to gain the skills they need to do this work."*

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*"Fully taking over an existing system does make things a lot easier. You know, most people don't have that privilege [...] most people study other people's systems and then start their own."*

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*"No one had ever talked to me about being a farmer during school. I don't think that is ever a thing that is offered to young people unless you come from a specific rural background and occasionally, that kind of perception of physical manual labour is as the jobs that thick people do, you know [...] So, there's a really big societal thing around manual labour and farming in general."*

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*"I mean I started getting paid a wage for the first time at the beginning of this year and we'd been taking, we'd just been surviving on £80 a month for the six months before that."*

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*"I wouldn't be able to do this job if I had to pay rent, actually. It wouldn't be financially viable in any way, shape, or form."*

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**Financial:** The most common barriers mentioned involved the financial aspects of training and working in the sector. Getting paid farm work often required previous volunteer experience or training. This meant entrants without capital or access to land needed to be available to work for free or for a low wage in order to gain experience and were unable to save for their futures. There is a growing demand for traineeships creating additional competition amongst those wishing to enter.

Often entrants who were able to buy land to start their own businesses had support through family, inheritance or had saved money through a professional career and were already on the property ladder.

Once farmers did start their own businesses there was also the challenge of making a living simply from agriculture. Whilst entrants were innovative in developing niche products and business models, they also recognized the possible necessity of diversification and multiple income sources to survive in the current market.

**No clear path:** As there is no standard or clear path into this type of agriculture, entrants may find it hard to access information or make clear decisions about the which first step to take and then how to progress to develop their own learning into a business.

**Living situation:** The fact that apprenticeships and traineeships often require you to live on-site or that it may be necessary financially, makes them less accessible to those with caring responsibilities, families and partners.

**Stigma, "not an option":** One major barrier to entry is socio-cultural: a perceived stigma attached to farming as a pathway and perceptions of who a farmer is and can be. For those from urban backgrounds, farming is seen as undervalued or entirely absent as a career option within schools and wider society. There is also a cultural image of who a farmer is: old, white and male. For those with different identities, there are more barriers to living rurally and to being able to identify as and be accepted as a farmer.

## Effective Learning Pathways: Case Studies

### Biodynamic Apprenticeship (UK Biodynamic Association)

The Crossfields Institute **Level 3 Diploma in Biodynamic Farming and Gardening**<sup>18</sup> is a two-year work-based training course on well-established biodynamic holdings around the country. Apprentices are supported by eight weeks of winter seminars which bring the network together to develop their theoretical and practical knowledge. Whilst apprentices do have to pay tuition fees, they are also paid for their labour by farms in order to cover the costs and there are different financial models offered depending on whether they are living on the farm or not. This long-standing course is offered by the Biodynamic Agricultural College and accredited by Crossfields Institute.

#### Characteristics:

- Two-year long apprenticeship
- Winter training: 40 days of seminars
- Network of trainees
- Network of more than 20 biodynamic farms
- Different payment models
- Certified – UK Level 3 Diploma



### Pathways to Farming (Mach Maethlon)

**Pathways to Farming**<sup>19</sup> is a pilot project launched in 2018 and funded by the Arwain Rural Development Programme and the Ashley Family Foundation. It aims to support a local food economy in the Dyfi Valley, Wales, where the Mach Maethlon Cooperative is based. It does this by both training more growers and building demand and new selling models for locally produced fruit and vegetables. Out of 12 trainees, 9 have grown produce for local sale, including 4 trainees who have joined together to create a veg box scheme. The project has additionally developed partnerships with the Centre for Alternative Technology and Cultivate.

#### Characteristics:

- 12-month long training programme of classroom sessions and workdays
- Network of trainees
- 'Microfarms' where entrants can grow
- Support to develop businesses through business planning and product development.
- Includes some certified elements such as food hygiene.





# Encouraging and Supporting Young Entrants

Recommendations based on the findings and further discussions with young entrants and relevant stakeholders<sup>20</sup>

## Supporting

- Financial support for farms offering traineeships.
- Financial support for new entrants to access training, particularly those from low-income backgrounds.
- Networks of farms offering traineeships (mentors) with farm visits to demonstrate different approaches and models.
- Networks of trainees (peer networks)
- Year-long or two year-long traineeships/apprenticeships rather than seasonal.
- Focus on business management, product development and commercial-scale overview of farm within training.
- Focus on crop-planning and other aspects of year-long farm management.
- Strengthening regional networks of farms and farmers to support sharing of different experiences and methods.
- Supporting access to capital and access to land through succession pairing schemes<sup>21</sup> and new entrant grants<sup>22</sup>.

## Encouraging

- Positive role models and examples of farms shown to young people to break stereotypes (ad campaign).
- Early opportunities to interact with farms and growing by facilitating links with schools and colleges.
- Agricultural careers advice and opportunities linked to schools, not only in rural areas.



## Top tips for New Entrants<sup>23</sup>

- 1) **Be Patient** Don't compare yourself to others
- 2) **Monitor and Adapt** Values are sacred, projects aren't
- 3) **Collaboration over Competition**
- 4) **Out of the Box Thinking** while respecting received wisdom
- 5) **Volunteers are Great** but don't rely on them
- 6) **Make Friends with your Neighbours**
- 7) **Just Get Started** Don't stay a student

Credit: Sophia Morgan-Swinhoe





# Appendix

## Research Overview

### Method

Twenty semi-structured interviews were carried out for this research. The study used purposive sampling and snowball sampling starting with key contacts and organisations such as the Landworkers' Alliance to seek suitable interviewees. The themes identified from the interview transcripts were further validated through conversations with other young entrants at several sustainable farming gatherings, such as workshops and conferences during summer and autumn 2019.

### Sample

All interviewees in the sample had to meet the 'young entrant farmer' criteria (see page 2). They were asked demographic questions such as age, gender, highest level of education and current residence. As a result of entering farming after completing non-agricultural routes through education and other non-farming jobs, new entrants were all above the age of 26. There were also a disproportionate number of women who responded to the interview request which whilst in some respects can be attributed to the far higher level of female new entrants compared with continuing farmers<sup>24</sup>, it is still not representative. There could be many reasons why the women are more likely to respond to the call for interviews and this should be taken into consideration when interpreting the research findings. Additionally, the sample included more young entrants from Wales and the South of England as this is where the researcher is based and where the farming events attended were.

#### Age

26 - 30	8
31 - 35	8
36 - 40	3



#### Higher Education

Undergraduate (13)

Postgraduate (3)

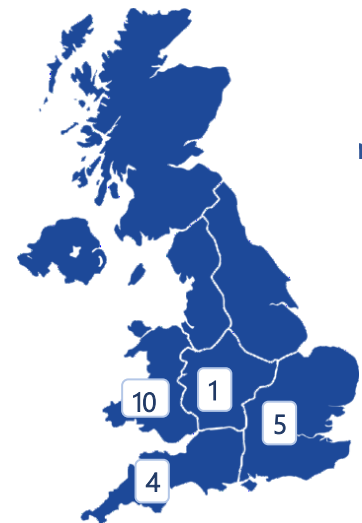
None or other (4)

#### Gender

Female (15)

Male (4)

Non-binary (1)



### Declaration of Interests and Research Ethics

This research was approved by the Geography and Planning Research Ethics Committee at Cardiff University. The research project received no funding and was not commissioned by any external parties.

# Endnotes

<sup>1</sup> In order to focus on the identified area of growth in the sector in terms of new entrants, Sustainable Farming was defined broadly as small to medium-scale organic farming employing approaches such as agroecology, permaculture and biodynamic farming. This was reflected in the data collection strategy which focused on young farmers from Landworkers' Alliance, Permaculture Association and Biodynamic Association.

<sup>2</sup> Zagata, L., & Sutherland, L.-A. (2015). Deconstructing the 'young farmer problem in Europe': Towards a research agenda. *Journal of Rural Studies*, 38, 39–51. <https://doi.org/10.1016/j.jrurstud.2015.01.003>

<sup>3</sup> L. Zagata, J. Hrabák, M. Lošťák, M. Bavorová, Czech University of Life Sciences Prague, T. Ratering, Technology Centre of the Czech Academy of Science, L.-A. Sutherland, A. McKee, The James Hutton Institute (2017) Research for AGRI Committee – Young farmers - policy implementation after the 2013 CAP reform. European Parliament, Policy Department for Structural and Cohesion Policies, Brussels

<sup>4</sup> Successors are those who take on managerial responsibility for a farm and is understood in this context to be predominantly intergenerational succession, i.e. farm management passed on within a family between generations.

<sup>5</sup> Eurostat (2018) Agriculture, forestry and fishery statistics: 2018 edition. European Commission. p.25-26.

<sup>6</sup> Zagata et. Al (2017)

<sup>7</sup> Eurostat (2018). p.24

<sup>8</sup> Monllor i Rico N, Fuller AM (2016) Newcomers to farming: towards a new rurality in Europe. *dag* 62:531.

<https://doi.org/10.5565/rev/dag.376>

<sup>9</sup> Willett W, Rockström J, Loken B, et al (2019) Food in the Anthropocene: the EAT–Lancet Commission on healthy diets from sustainable food systems. *The Lancet* 393:447–492. [https://doi.org/10.1016/S0140-6736\(18\)31788-4](https://doi.org/10.1016/S0140-6736(18)31788-4)

<sup>10</sup> See <https://ec.europa.eu/eurostat/statistics-explained/>

<sup>11</sup> (Zagata & Sutherland, 2015)

<sup>12</sup> Hamilton, W., Bosworth, G., & Ruto, E. (2015). Entrepreneurial younger farmers and the “Young Farmer Problem” in England. *Agriculture and Forestry*, 61, 61–69.

<sup>13</sup> The Landworkers' Alliance has had strong year on year growth with 249 members joining 2017-2018 and 195 new members 2018-2019. Their members are disproportionately young and new entrants in comparison with the broader landscape of UK farming. Information taken from The LWA Annual Reports October 2017 – 2018 and October 2018 – 2019 and through correspondence with the coordination team.

<sup>14</sup> Monllor, N. (2012). Farm Entry: A comparative analysis of young entrant farmers, their pathways, attitudes and practices in Ontario (Canada) and Catalunya (Spain). Retrieved from <https://www.accesstoland.eu/Farm-entry-young-farmers-pathways-attitudes-and-practices>

<sup>15</sup> Job Growth Wales is a Welsh Government Scheme which support young people into work by funding six-month apprenticeships with the intention that they become jobs after the apprenticeship period. See <https://www.careerswales.com/en/jobs-and-training/job-seeking/vacancy-search/what-is-jobs-growth-wales/>.

<sup>16</sup> See <https://communitysupportedagriculture.org.uk/>

<sup>17</sup> For more comprehensive list of training opportunities see the Ecological Land Co-operative's list: <https://ecologicaland.coop/courses-and-apprenticeships>

<sup>18</sup> See <http://www.bdacollege.org.uk/we-have-two-trainings-which-will-suit-you/work-based-learning-course/biodynamic-work-based-diploma/>

<sup>19</sup> See <https://www.machmaethlon.org/pathways-to-farming/>

<sup>20</sup> The recommendations also reflect broader discussions at the Wales Real Food and Farming Conference and the Landworkers' Alliance AGM, confirming the validity of the research findings.

<sup>21</sup> A succession pairing scheme would facilitate farms without successors to pair with new entrants who have both training and a viable business plan. An example of a related scheme is the Welsh Government Venture programme which matches entrants with farmers or landowners to agree various forms of joint ventures. However, this is seen a short-term venture for the entrant to gain experience rather than a long-term succession plan (see <https://businesswales.gov.wales/farmingconnect/business/venture>). Whilst matchmaking schemes do offer a solution to the entry-exit issues of farmland transfer there are also challenges to achieving formal agreements and establishing trust between individuals if there is no existing relationship. Ingram and Kirwan (2011) suggest focusing on formalising arrangements where informal agreements already exist. See Ingram J, Kirwan J (2011) Matching new entrants and retiring farmers through farm joint ventures: Insights from the Fresh Start Initiative in Cornwall, UK. *Land Use Policy* 28:917–927. <https://doi.org/10.1016/j.landusepol.2011.04.001>.

<sup>22</sup> Finishing in 2018, the Scottish Government offered a range of support for young new entrants with the Young Farmers Start-Up Grant Scheme and the New Entrants Capital Grant Scheme. See <https://www.ruralpayments.org/publicsite/futures/topics/all-schemes/new-entrants/>.

<sup>23</sup> Adapted from Morgan-Swinhoe, S. (2019, November). Getting a foot in the gate – challenges and opportunities for entrant producers. In S. Robinson (chair), Wales Real Food and Farming Conference. Conference conducted at Aberystwyth University, Wales.

<sup>24</sup> Monllor i Rico and Fuller, 2016.







**ALICE TAHERZADEH**

[TaherzadehA@cardiff.ac.uk](mailto:TaherzadehA@cardiff.ac.uk)