



Living	Sharing	Working	Learning	Growing	Harvesting	Cooking	Eating
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“To provide children and young people with a residential farming experience that will include hands-on farm work with animals and crops, cooking and crafts. The experience will give the children a new understanding of sustainable food production and awaken a feeling of responsibility for and connection with the natural world” (Learning on the Land mission statement)

Summary

The Project

Learning on the Land is a new project, building on the success of Tablehurst Farm which is part of a community owned cooperative with over 500 local members. It will be a residential education centre for learning about farming, cooking and healthy eating. (Local Food aim themes 4 & 5).

Local and regionally based children, from years 5 and 6 (ages 9-11 yrs), will stay on the farm, as part of a school trip, for up to a week. They will take part in an intensive programme of activities consisting of direct experience of farm and garden work, including working with the animals, harvesting their own food and cooking substantial meals for a large group, all with the aim that they leave with a profound understanding of the connection between soil, plants, animals, farming and food.

At least half of these children will be from schools in deprived urban neighbourhoods in London and the South East, with little or no access to the countryside. Up to 30 local volunteers will participate and 5 local jobs will be created. Visiting teachers will gain useful experience and ideas that they can take back to their school gardens and environmental projects. Appropriate access and activities will be organised for groups of children with special needs. The new building will be designed to have wheelchair access and the garden will include some raised beds. Staff will be chosen who have the experience and ability to work with a range of children with diverse needs. Training will be given to ensure that skills are developed for working with children who have special needs.

The grant from the Local Food Fund will specifically fund the construction of a sustainable building, project equipment and part of the running costs for the 3 year start up period.

Who is behind *Learning on the Land*?

St Anthony’s Trust, founded in 1972, is an educational charity with a special interest in farming and food. Its main aim is to advance education and health care with emphasis on agricultural and horticultural training centres based on bio-dynamic agricultural techniques. In 1980, it became the owner of Plaw Hatch Farm in Sharpthorne, which it operated as a community farm for the next twenty years. In the mid-1990s it played a pivotal role in the creation of the Tablehurst and

Plawhatch Community Farm Co-operative through which over 500 individuals now hold two sister farm businesses in community ownership. Over the last ten years, the farm co-operative has become extremely successful, producing award-winning organic food and selling it direct to the local community.

Today, St Anthony's Trust is the owner of the land and buildings at both farms and a vital partner in the success of the co-operative. Over the last three years St Anthony's has raised and fully implemented £880,000 by funding educational activities, apprenticeships and infrastructure improvements on the farms. For example Tablehurst and Plawhatch have up to 7 apprentices, spending 2 years each on training at the farm accredited by the Biodynamic Association. They also house and support 3 workers with special needs and host Pericles students with special needs to work on farming and building projects throughout the year.

St Anthony's Trust also manage an organic food retail trading subsidiary (Seasons, Forest Row) which has an average annual income of approximately £1.5 million. St Anthony's work is mainly in Sussex, but it does benefit people from a wide area in the UK and abroad.

Project outcomes

Children and young people will benefit from learning in a natural environment which can serve to stimulate, inspire and motivate and lead to improved academic achievement; improved attitudes to learning and reduced behaviour problems.¹ The outcomes of the project will be:

1. A sustainable and low impact residential and teaching building completed on the farm by the end of 2009
2. 1,000 children per year will spend a week at the farm by 2012
3. Three local schools use the farm education facilities once a week during term time by the end of 2010
4. 30 local adult volunteers learning and working in the garden over the first 3 years.
5. Five local permanent jobs will be created throughout the lifetime of the project

Demand for the project

Year 5 children in Brent and in Forest Row have responded with wonder and excitement and are looking forward to "living the life of a farmer".

Our research has shown that there is a need and demand for this project:

- (i) National education policies require schools to do more work outside the classroom and to teach children about healthy eating, sustainability and the natural world;
- (ii) There is demand from schools in low income areas for residential farm visits;
- (iii) The local community and schools are interested in being involved in the building and development of this project.
- (iv) There are few other farms that provide residential visits with hands-on farming experience with cooking – and only one is in the South East;
- (v) Childhood obesity and eating habits are an increasing cause for concern;
- (vi) Progress on tackling climate change requires higher levels of awareness of the natural world and sustainable farming methods.

¹ Learning Outside the Classroom Manifesto (DCSF 2007)

Our location in East Sussex makes it ideal for visiting schools from London, Brighton, Worthing, Hastings and other towns and cities in the South East. There are no other residential facilities with a genuine farming programme near us; most schools have to travel to Somerset, Devon or Wales to stay on a working farm.

Project detail

Tablehurst Farm and Plawhatch Farm are mixed biodynamic farms, with maximum levels of sustainable farming practice, including the growth of their own animal feed and use of waste and a high number of people working on the farm. Between them they produce meat, eggs, fruit, dairy products and vegetables. The farm landscape has a range of habitats including woodlands, meadows, ponds, a reservoir and a river. Learning on the Land would have use of a vegetable garden and polytunnel and supervised access to a wide variety of activities on the farm. Local community volunteers will be encouraged to work in the vegetable garden as a way of increasing skills and producing vegetables for their own consumption.

A new residential building will be constructed on the farm. The building design will be developed with a participative process including local schools and interested volunteers. Maximum sustainability criteria will be used to ensure an interesting and user friendly building with possibilities for environmental learning and a low carbon footprint.

The project will be marketed direct to local authorities and to schools by providing free taster weekends for teachers, by attending teacher conferences and trade shows, getting articles in the newspapers and magazines through PR and possible connection with a celebrity.

External partnerships

We have agreed to collaborate with The Country Trust to support their programme for schools from low income areas. Farming and Countryside Education, The Countryside Foundation for Education and The Soil Association will support project development and marketing. The Sussex Wildlife Trust is interested in mutual marketing and providing off-site visits. We will also develop partnerships with local schools and with Emerson College, who are all interested in collaborating in joint activities and learning.

Finance requirements

To make this project happen ***we need a grant of £286,000 over 3 years and a longer term loan of £168,000 towards the building of the residential centre on the farm.*** The budget breaks down as follows:

Item	Total Cost £	Amount requested from Local Food £	Amount already pledged £
Running costs for 3 years (costs less income generated) <i>Grant element</i>	60,000	60,000	
<i>Loan element</i>	98,000		
Capital Costs: <i>Grant Element</i>	524,800	240,000	£84,800
<i>Loan element</i>	85,200		
Total	798,000	300,000	84,000

During the first 3 years of operations income from schools and holiday activities will gradually increase, making the venture less dependent on donated funds by the end of year three. When three quarters of the 50 available weeks per year are occupied the centre will more than cover its costs. Any surplus will be re-invested in the project or used to subsidise school visits from the most deprived neighbourhoods. We will be looking for funds from a number of different sources including lottery funds, private foundations, Sussex County Councils, EU and central government funds and private donations.

For more information contact the Project Coordinator, Georgia Taylor, georgiat@btinternet.com or on 07717 222 953. Tablehurst Farm, Forest Row, RH18 5DP

1. Introduction – Why Children Need to Visit Farms

Learning on the Land is a project that will address a number of issues around health, education, access to local food and sustainability. Children's nutrition and health is now recognised as a vital pre-requisite for education. A healthy, balanced diet with the right vitamins and minerals is important for brain development and behaviour. Without good food, children run the risk of underperforming and disrupting others' learning. One of today's major health issues faced by children and adults in the UK is rising levels of obesity linked to poor nutrition and lack of exercise, which the government is now tackling as a priority. People rarely cook their own food, let alone grow it. Many children do not know where their food comes from, how it is grown and produced or how it reaches the shops and their plates. This knowledge gap is hindering their education and might one day endanger their health.

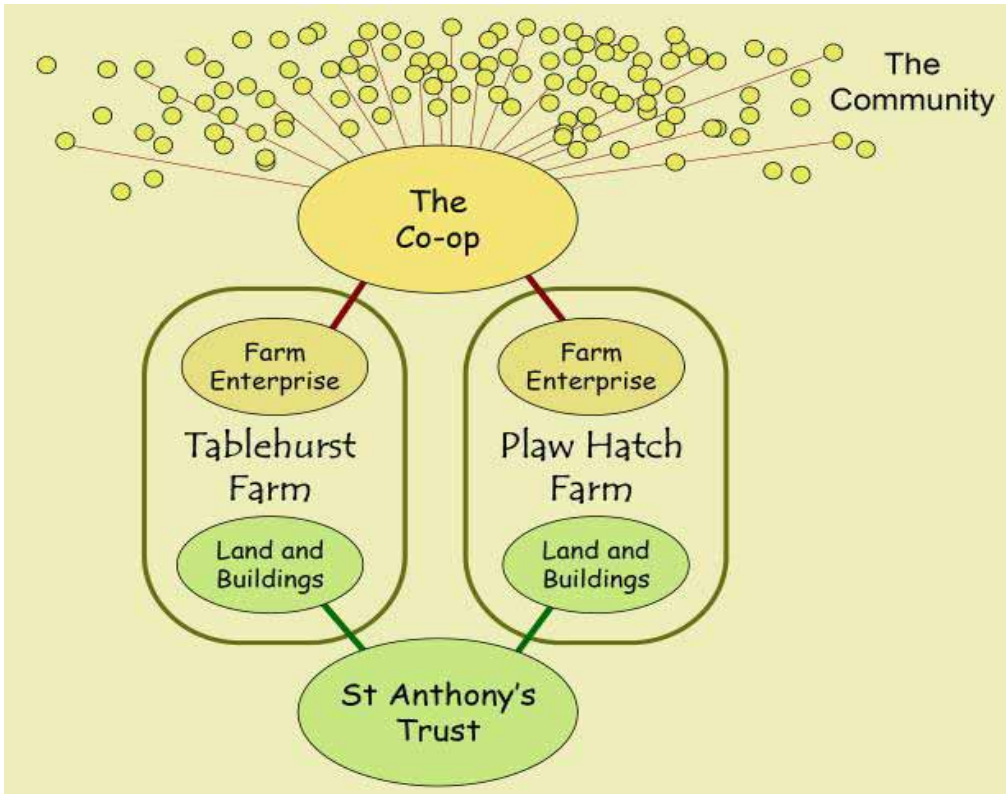
Lack of understanding and appreciation of the earth's natural resources has, for many years, led to destruction of the environment, soil depletion and decreasing sustainability. Change will be possible if the next generation increases their knowledge of and respect for the natural resources that we rely on to survive.

So children need to learn more about the land, about how food is produced and about how to cook nutritious meals. Public policy is encouraging schools to teach children about healthy eating and to grow plants and vegetables in school grounds. Teachers are also being encouraged to provide learning opportunities outside of the classroom by working in the school grounds or making off-site visits. All of these policies recognise that children learn better by participating in activities and having real experiences. They remember more and can act on their knowledge. However there are few opportunities for schools to combine learning about healthy eating, food production and cooking in a practical way. Learning on the Land aims to provide a hands-on farming and cooking experience and to ensure that a sense of wonder for the natural world enhances learning in relation to school curricula.

2. The organisation

Learning on the Land is the initiative of St Anthony's Trust working in partnership with Tablehurst and Plaw Hatch Community Farm. St Anthony's Trust, founded in 1972, is an educational charity with a special interest in farming and food. In 1980, it became the owner of Plaw Hatch Farm in Sharpthorne, which it operated as a community farm for the next twenty years. In the mid-1990s it played a pivotal role in the creation of the *Tablehurst and Plaw Hatch Community Farm Co-operative* through which over 500 individuals now hold two sister farm businesses in community ownership. Over the last ten years, the farm co-operative has become extremely successful, producing award-winning organic food and selling it direct to the local community. Today, St Anthony's Trust is the owner of the land and buildings at both farms and a vital partner in the success of the co-operative.

Structure of the Tablehurst and Plaw Hatch Cooperative, farms and land.



As owners of the farm lands St Anthony's has played a responsible role in the development and success of the farms for the benefit of the community. Over the last 5 years the Trust has funded the development of the new shop, stables, a new barn and workshops and the chicken processing unit at Tablehurst Farm. They have also raised money through a community appeal to develop housing for farm workers and apprentices at Tablehurst. At Plaw Hatch, the Trust managed a £300,000 donation to pay for the development of the shop, a new cowshed and an improved entrance and parking area. The Trust has also given grants to both the farms and to Emerson College for educational and training activities. Tablehurst and Plaw Hatch have up to 7 apprentices, spending 2 years each on training at the farm accredited by the Biodynamic Association. They also house and support 3 workers with special needs and host visiting students with special needs to work on farming and building projects throughout the year. Plaw Hatch hosts 5-6 schools for week long camping visits to the farm each summer. Tablehurst hosts day visits from schools from low income areas. Both farms have study groups, farm walks and open access to the farms for the wider community. St Anthony's has raised donations of £880,000 over the last three years and has managed full implementation of the funds. They also manage a trading subsidiary which has an average annual income of approximately £1.5 million.

Since *Learning on the Land* is first and foremost an educational initiative, it will be operated as a project of St Anthony's Trust, albeit with the enthusiastic support of Tablehurst Farm. The LotL building will remain in St Anthony's Trust ownership and the project itself will evolve into a community interest company as a subsidiary of St Anthony's Trust. The role of the farm business will be to provide the context, on a real commercial farm, for the children to participate in the production of food. Tablehurst is an ideal environment for this initiative. As a community farm, it constantly welcomes visitors onto the land and understands how to look after them safely. Unlike most farms, Tablehurst is labour-intensive, employing over twenty people (on just 500 acres of land) all of whom see community engagement as part of what they are there to do.

This dual structure of charitable ownership of the land, and community co-responsibility for the farm's work provides a very strong foundation for this new project, which we see as a natural next step for our community farm initiative. Learning on the Land will enable St Anthony's to extend its educational purpose to many more people, in particular to children from less advantaged backgrounds who stand to gain the most from a memorable exposure to the realities of how food is grown and reared.

Governance

St Anthony's Trust Trustees: PAUL SHANAHAN, BOB WILLS, JOHN THOMSON, JO REEVES, SIMON BLAXLAND DE LANGE, HUGH SALVESEN.

The LotL project is of such importance that there is a separate steering committee to manage the development of the project. This group will evolve into the board of directors once LotL has been established as a Community Interest Company. The participants have been chosen for their particular skills, experience and links with the local community.

LotL Steering committee: PETER BROWN (senior farmer at Tablehurst), ALASTAIR LEE (East Sussex County Council official), HILARY DOUCH (Deputy head of local primary school), ROGER ROSS (Local business person and donor), MARK HAUGHTON (member of farm management), CHRIS MARSHALL (Resources Manager at a local school), TOM FORWARD (Local environmental education specialist and Project Coordinator), GEORGIA TAYLOR (Project Coordinator), JOHN MAKELOW (Donor).

3. The project

Learning on the Land has the following aim

"To provide children and young people with a residential farming experience that will include hands-on farm work with animals and crops, cooking and crafts. The experience will give the children a new understanding of sustainable food production and awaken a feeling of responsibility for and connection with the natural world"

Project outcomes

1. A sustainable and low impact residential and teaching building completed on the farm by the end of 2009
2. 1,000 children per year will spend a week at the farm by 2012
3. Three local schools use the farm education facilities once a week during term time by the end of 2010
4. 30 local adult volunteers learning and working in the garden over the first 3 years.

5. Create five local permanent jobs throughout the lifetime of the project

We aim to work towards this aim and outcomes by fulfilling the following activity areas:

Activity 1. Build a sustainable LotL building by working with the local community.

Activity 2. Provide an enriching residential, educational experience for schoolchildren from deprived and middle income areas in London and the South East and from Europe.

Activity 3. Provide facilities and programs for children in the local primary and secondary schools in East and West Sussex so that hands-on teaching and outdoor experiences become a regular part of curriculum delivery. To provide opportunities for students who are struggling in an academic environment to learn practical land-based skills.

Activity 4. Provide farm and forest learning activities for children in the local community during school holidays.

Activity 5. Raise and manage funds and develop a volunteer base to ensure sustainability for the organisation. (see operations in part x)

The results/impact of our work should include the following:

- Children and young people who have worked on the farm will:
 - Demonstrate a higher level of awareness of the origin of their food, sustainable farming practices, animal husbandry, vegetable gardening.
 - Achieve improved cooking skills,
 - Show a higher level of interest in the natural world.
 - Demonstrate improved behaviour and self esteem
- Local schools will be able to fulfil requirements for working outside the classroom and sustainable schools initiative.
- Local children will have wholesome activities to join during the school holidays and will show improved gardening and cooking skills, forest skills and awareness of the natural environment.

Learning on the Land's Values:

- ✓ We believe in the value of experiential learning and the importance of outdoor, practical activities for child development and health.
- ✓ People from all backgrounds from the local and wider community can be inspired by a visit to the farm.
- ✓ We want to share our community farming experiences as a model of farming for the future.
- ✓ We believe that community owned sustainable farming practice is an integral part of community health which can also benefit ecosystems and the environment.
- ✓ The causes and effects of climate change can be mitigated somewhat if we can educate children to understand sustainable farming, protection of the environment and ecosystems and to develop a reverence of the natural world.

4. Description of Learning on the Land

4.1 Activity 1: The building

To design the Learning on the Land building we have worked with a group of 16 adults, a class of year 5 children from Forest Row C of E School and class 9 children from Michael Hall School. We ran

3 workshops for each group on the farm and in the classroom during November 2008. Two facilitators (lecturers on the Sustainable Building MA) from the Centre for Alternative Technology ran the consensus design sessions. Vital information from the children and teachers was used to contribute to the design the building in a creative and participative way. The adult group consisted of local architects, builders, farmers, teachers and parents.

This building design is consistent with the overall philosophy of the farm and the project and will be striking example of environmentally aware architecture. The building has been designed to minimise the amount of energy used in the construction and eventual use and to ensure low levels of pollution and waste. Local materials will be used wherever possible and a mix of timber, straw bale and rammed earth will ensure a well protected building with high mass for thermal energy retention. The building will maximise solar gain by using south facing windows and energy will be produced using wood and solar panels.

The building will be right in the centre of the farm in a space that has been an old cattle barn. It will incorporate a new livestock housing by the side of the living and activity areas. A large meeting space for indoor teaching and gathering, eating and activities will be the heart of the building with a log burning stove linked to the heating system. There will also be a semi-outdoor covered space by the animal living areas. Inside the building there will be kitchen and office space. Children will sleep in bunk beds in rooms of no more than 6 children. Beds will have under bed drawers and there will be hooks on the wall. Each room will have a sink. Adults will sleep in 2 single rooms and one twin room. These rooms will each have a cupboard and a sink. The outdoor space will have a bread oven, an open cooking area and seating, and some large tree trunks to climb.

4.2 Activity 2: Primary school programme

The standard LotL programme will be targeted to primary schools for up to 32 children in years 5 and 6. There will be accommodation for 4 adults with the children. The standard residential visit will be for 4 nights and 5 days. Schools can also request either a 5 night stay or a 2-3 night stay and this will be allocated according to availability. Secondary schools can also offer the standard week package to years 7 and 8.

The children will start the week with a farm walk and diary making in one big group. They will then be split into groups of 10 or less. The smaller groups will take turns with different tasks. Activities will be focussed on Tablehurst farm and will include sheep care, milking the cow, feeding the chickens and baby chicks, collecting eggs, feeding pigs, bedding where needed, practical farm maintenance tasks, gardening, cooking local produce for the whole visiting group, sowing and harvesting wheat, making flour and bread. This will be more than enough to keep the group busy the whole week. However there will be optional activities as follows:

- Visit to Plaw Hatch to learn about mechanical milking and cheese-making
- Forest Schools and bushcraft activities
- Environmental and ecological games and activities
- Visits with the Sussex Wildlife Trust

Evening activities will include country crafts (like felt and candle making), storytelling and night walks.

Activities will be cross-curricula and will all relate to the National Curriculum. There will be written material and follow up resources for the schools to take away with them, but the emphasis is on learning by doing and practical farm and craft work and therefore the use of worksheets and IT facilities will be limited. The aim is to provide a memorable experience that will always stay with the children and that will increase their respect for the natural world and sustainable farming practices.

Children will take back with them the following

- A completed diary made of recycled and natural materials
- Any crafts they have made
- Small recipe book of the food they have helped to prepare
- Any products that they have bought in the farm shop

4.3 Activity 3: Local schools

Local schools will be offered programmes that span several weeks. For example children who are learning about healthy eating and where food comes from will participate in a 6 week programme on the farm, visiting for half a day each week. The school group will arrive at around 9am on Monday and then split into groups. One group will do gardening for one and a half hours. Have a break. Then bake bread in the outdoor bread oven. The other groups would do farm activities like pig feeding, egg collecting etc. They would all eat lunch on the farm and be back to school by 1pm - 1.30pm. The following week they would change activities so that each child does the activities once or twice. They would benefit from watching the garden and the animals change over the 6 weeks, observing the processes necessary to produce food and learning to cook simple meals.

These 6 week programmes are suitable for primary (and eventually secondary age children) for schools within half an hour's drive or walk. Schools will be able to choose the emphasis on the subject material so the visit links up with their study of 'life cycles' in KS2 Science where they focus on topics such as seed germination and the life cycle of flowering plants, or 'animals and us' in KS2 Citizenship in which they will have discussed animal welfare.

As the project develops there is potential for students doing NVQs in agriculture and horticulture to incorporate regular farm visits and carry out activities such as these as part of their studies.

4.4 Activity 4: Holiday activities - Day and residential etc.

Holiday activities will run over the Easter and summer holidays and half terms. Residential programmes during the holidays will run much like the term time programme. The holiday programme will be longer, 7 nights/7 days, and sustainable living and forest school activities will be included alongside the farm work. The residential programme will be open to children from ages 10 to 16. They will be split into age groups for activities. LotL staff will lead the activities, supported by temporary staff who will help manage the groups and organise activities for younger day visitors. Day programme will run for a week at a time and will be open to 15 children per week from ages 6 – 10.

4.5 National Curriculum Links

LotL aims to provide 'authentic' learning with the emphasis on carrying out practical tasks that can be repeated during the visit to allow children to develop further any new skills they have learnt and their confidence in carrying out tasks. The educational experience is one which will complement the conventional academic classroom-based learning and will reinforce many topics covered in school.

LotL recognises that teachers often carry out educational visits with the goal of gaining significant fieldwork experience of a specific element of the curriculum (reflected by the fact that links to the national curriculum on educational visits feature as one of the top 3 criteria for 25% of teachers/Educational Visits Co-ordinators (EVCs) spoken to in our survey).

Therefore, LotL will provide detail to teachers on how many of its activities already tie in with the National Curriculum. LotL's core teaching staff will be familiar with the relevant aspects of the National Curriculum at Key Stage 2 and 3 level, and will liaise with school teachers at the time of

booking regarding their learning requirements in order to ensure a high quality and valuable experience.

In brief, links can be made with all the main subjects at KS2 level including English, Maths, Science and Citizenship. At KS3 the links are with Geography and Citizenship. (For more detail on curriculum links please see appendix n)

4.6 Participants with special needs

The project will be designed to cater for a small number of participants with special needs. There will be disabled access in the building, including at least one child's and one adult's bedroom. The kitchen and learning spaces will be fitted for disabled access, including high raised beds for gardening and access to the nearby animals. Staff will undertake training for working with children with special needs. We will also aim to work with disaffected youth. The aim here will be to allow the LotL facilities to be used by organisations working with excluded young people, who may be recovering from drug addiction or have psychological problems, and who are not in school. For example the organisation 'Training Assessment Progression' (TAP) can progress their young farmers to LotL after some work on the TAP garden. TAP would provide supervision and LotL would provide the instruction. Work with young people and children with special needs is an area of huge demand and therefore potential. However, it is untested and will need time to develop, so we envisage beginning this work in year 2 or 3, depending on the success of the start up.

Summary of Beneficiaries

Children between the ages of 9 and 11 years and schools will benefit most from our project.

Over three years approximately 3000 children and 300 teachers will benefit from the project. At least 50% of these will be from deprived communities. 35 local people will benefit from employments and local volunteering opportunities. 3 local schools, 50 regional schools, 4 farming, wildlife and environmental organisations and the farming cooperative. Volunteers will work in the vegetable garden and will also provide evening activities for the children in the form of country crafts, art, music and storytelling. The local college, Emerson College, has storytelling and arts students who will benefit from practicing their craft with the children.

5. Need for the project

We have identified a need for this project by researching three key areas:

- 1.) demand from schools,
- 2.) existence of other providers,
- 3.) national education policies.

5.1 Study Methodology

Gathering information for this business plan involved the following:

- A questionnaire was designed to determine how much interest in and need there is for the type of experience we aim to offer and to determine what type of facility and activities we should offer. 90 Schools were contacted and 21 replies were received over the phone, by post and by email. Priority was given to contacting schools within a 2hr coach journey from the farm, which is based on the preferred maximum length of time teachers are prepared to travel to reach a site Head Teachers/senior managers/Educational Visits Co-ordinators answered the questionnaire from 21 regional and local schools.
- We visited a year 5 class at a school in Brent in London.
- We have been working with a local school on the design of the building and we had a visit from a head teacher from a primary school in the region.
- We spoke to outdoor education advisers in London (Islington and Camden), Brighton and Hove and East Sussex County Council.
- We undertook telephone, internet and face to face research of competitors/other providers (visits took place in Dec '07 and Jan '08). We identified 7 organisations in the UK (see table in Annex 3) that offer residential experiences based on farms and including practical farm activities as part of their learning programmes. All organisations were either contacted by phone or visited (4).
- Telephone interviews with 10 organisations connected with farming and education. We have also spoken to Natural England, who are administering the Access to Nature Fund and to The Soil Association, Farms for Schools, NFU, Countryside Foundation for Education, The Federation of City Farms and Community Gardens, The Country Trust and Farming And Countryside Education, who all recognise the need for this project.
- Document and internet research of public policy.
- Phone interviews with East and West Sussex County Council (Children and families dept), Wealden District Council (Environmental Health Dept) and West Sussex County Council (Children and families dept).
- Internet and phone research to identify sources of funding.
- Consultation with Tablehurst Farm, Plaw Hatch Farm and other local stakeholders.

5.2 Results: Primary Schools - Residential Visits

The possible target market is huge. London alone has 1,261 primary schools representing at least 16,000 year 5 and 6 children. East and West Sussex have 424 primary schools between them; Kent has 737 and Surrey 580.

The Country Trust provided a list of the schools that they are in contact with in London. They tend to be schools from the most deprived areas and so the use of this list has influenced the results of the survey. The link with the Country Trust facilitated contact with schools. Eighty percent of the schools spoken to were in the London area. The rest were in East Sussex. Eight schools had greater than 50% free school meals, 5 schools had between 30 – 50%, 1 had 17% and the remaining ones including a local school, were below 10%. This is consistent with Learning on the Land's social objective – but does not give a full picture of the range of schools across London and the South East.

Main findings:

- All of school head teachers spoken to expressed their interest in the type of experience and activities the Learning on the Land project will offer.
- Six schools said they were still looking to book a residential visit for this academic year

- The remaining schools had already booked their trips for this academic year but were keen to be kept informed of developments in the LotL project as they might consider booking a visit to the farm for the academic year 2009 – 2010, or in the future.
- Schools agreed that 9-11years is the ideal age group for this type of experience and that this is also the age group they take on residential field trips for more than one night.
- Nearly all agreed that a stay of 5 days would be appropriate though one school with a year group of 60 said that they would like to split the group in half and bring each group of 30 for 3 days each to reduce costs.
- Nearly all schools asked would bring 30 pupils on a visit with one saying it would be between 22 and 30 pupils.
- Health and Safety was the top criteria for choosing a residential visit. Other criteria included: learning by doing, educational content, plenty of new experiences, a full programme of activities, fun.
- March – July and September – November are the preferred seasons for visits.
- Optimum number of children per bedroom would be 4 - 6
- Adults want single rooms if possible
- Schools are willing to pay £130 - £160 per child per week. However this should take into account that most of the schools surveyed were from low income areas. Schools from higher income areas were willing to pay between £160 and £200 per week. And many schools are paying this or more for activity residential trips at present, for example an average trip to an activity centre costs £250 per child (from questionnaires).

A number of the teachers expressed dissatisfaction with centres they currently use: they are not the only school group at the centre; faults with facilities; little alternative from the typical activities i.e. adventure and field studies. They are prepared to explore other options. They emphasise the importance of the social and team-building aspect of the trip, with the children learning to take responsibility, and ultimately leaving with a sense of ownership of their experience. Two of the teachers expressed an interest in being able to do an off-site visit during the week such as a trip to the unique chalk cliffs on the south coast. Off-site trips could be run in collaboration with the Sussex Wildlife Trust which already provides coastal education days at the Seven Sisters Country Park (see section on partnerships).

Some of the schools were very keen to see links to the national curriculum (N.C), but this was not a priority. N.C. links are more desirable for year 5 groups than year 6 (year 6 groups tend to require a stand alone experience with the emphasis on team building and having new experiences). Other schools really do see the value of farming for overall education and child development. A number of head teachers were very excited by the project and all were encouraging.

5.3 Primary Schools - Day Visits

Three local independent schools and Forest Row primary school are interested in coming to the farm for a series of educational day visits to reinforce their curriculum studies and experience the seasonal changes on the farm. We have been invited back to local schools to have further discussions with teachers to explore the potential of the LotL project for their school.

Turners Hill Primary school is interested in the farm visits and the head has offered to help with pilot visits.

5.4 Results: Secondary Schools and young people.

Imberhorne School in East Grinstead has expressed an interest in using the farm as an educational resource for their pupils who are doing agriculture NVQs and for children who are not fitting in with formal education.

Oathall Community College in Haywards Heath already provides agriculture and horticulture NVQs and has a small school farm as a teaching resource. Imberhorne sends pupils to Oathall, but would rather send them to a centre closer to the school.

Both schools have a lot of evidence to support their work with “difficult” children and farming. They claim that these young people are flourishing in the farming environment. They are becoming more responsible, better behaved and their self esteem is enhanced, whilst learning new skills.

TAP (Training, Assessment and Progression) is an organisation in Eastbourne that works with young people who are already excluded from school and may have severe social problems. They are interested in bringing some of their young people to work on the farm as they too have had good results with gardening and farming.

5.5 Results: Existing Providers - Residential

We identified 7 organisations in the UK (see table in Annex 3) that offer residential experiences based on farms and including practical farm activities as part of their learning programmes. There is only one organisation that closely fits the LotL model and that is Farms for City Children. They have three farms based in the West country and Wales. Each farm takes 30 children at a time and are nearly always full. Of the remaining organisations there is only 1 within Sussex run by the West Sussex Countryside Trust which uses the facilities on the Goodwood Estate. It is limited to hosting only 4 - 5 regular residential visits each year due to other events taking place on the Estate, and only caters for short stay visits (not usually more than 2 nights) as they have only a small range of activities available for children.

The few organisations that already provide this kind of experience are nearly fully booked all year round and often have to turn potential customers away.

Farms for City Children (FFCC) was originally set up to host schools from deprived areas in London. They now have schools travelling from all over the country to their site in Devon. Schools travel from as far as Cambridgeshire, Hampshire, Essex and Cheshire. FFCC also has two other sites in Wales and Wiltshire.

Findings:

- Most of the residential farms are able to take visits of between 30 and 40 children. One only takes 24 and another only 12.
- Prices for a week range from £150 per week to £260 per week for a fully catered stay of between 4 and 6 nights.
- 3 of the centres only provide self catered accommodation and these do not appear to be fully integrated with the farm.
- Most of the farm centres provide visits for a wide variety of customers from corporate to schools, secondary and primary, youth groups, and special needs groups.

- Farms for City Children have 3 residential farm centres. They primarily provide visits for primary schools of a standard 6 nights. They take a small number of secondary schools and try to rent out the accommodation to private individuals during the holidays. These schools visits are the closest to the model that LotL aspires to.
- All of the farm organisations are reliant on a high level of grants and donations for survival. This ranges from 18 – 36% of income. LotL has the potential to reach a higher population of schools due to the location and will be set up to cater for holiday activities as an integral part of the programme.

5.6 Results: Existing Providers - Day visits

Several farms offer day visits to school for all age groups, with a range of National Curriculum linked activities according to the type of farm. The following are some of those activities: guided/self-guided tours; tractor and trailer rides; meet the animals; lambing; bottle feeding orphan lambs; nature trails; habitat studies; business studies; petting animals; shearing demonstrations; maize maze; milking;

The price per child for these visits falls between £2 and £6 pounds depending on the length of time spent on farm, the level of engagement with farm/education staff and the facilities that are available on the site e.g. classroom.

None of these farms appear to have on-going educational relationships with schools. Turners Hill school used to have a relationship with a neighbouring farm, but the farmer moved on and they are now looking for other farming opportunities.

6. Findings: Policy

There are a number of national and local plans and strategies that support the ideas that we are aiming to put into action.

6.1 National strategies and plans:

(i) The Children's Plan (launched in December 07) aims to "Improve the range of activities available to children" and to "encourage more schools to work towards the Healthy Schools awards and actively promote healthy lifestyles" It also aims to achieve a "significant expansion of vocational education and training options for 14-16 year olds and post 16, and provide a guaranteed level 2 (GCSE equivalent) course for all young people not in education, employment or training". Schools will need to be more committed to health and wellbeing and they will be able to provide a greater flexibility in non-core subjects. Farm based activities and cooking will be important for achieving these aims.

(ii) Learning outside the classroom manifesto. Published in 2006 the DCSF (Department for Children, Schools, & Families) clearly stated the case for the value and importance of residential educational experiences as a way of 'developing key life skills, building confidence and self-esteem' in school children, while supporting many different curriculum areas. Relevant and well managed outdoor activities are proven to be important in enriching and adding depth to the curriculum as well as providing some of the most memorable learning experiences. They believe that experiential learning is essential for child development.

(iii) Every Child Matters – LotL will provide opportunities for children to learn about ‘being healthy, staying safe, enjoying and achieving and making a positive contribution’ which are 4 of the 5 outcomes under this government agenda. Most schools that visit LotL will have implemented ECM measures and will see how our programmes bring these outcomes to life. Through LotL, local school children & young people have already been encouraged to participate in decision-making, in supporting the community and to take part in and to initiate voluntary activities to support the community and environment with regards to the design and planning of the LotL building, which is evidence of making a positive contribution under ECM.

(iv) Healthy Schools Initiative: The premise of the Healthy Schools initiative is that through involving the whole community and addressing the key themes of healthy eating, physical activity, PSHE (Personal, Social and Health Education), emotional health and well-being, there will be increased happiness, improved behaviour and achievement amongst school children. There is already plenty of evidence demonstrating the positive impact that this initiative is having.

(v) Sustainable Schools. Students who are given the chance to live and work on Tablehurst Farm, will gain a real insight into sustainable food production, which is one of the eight ‘doorways’ highlighted by Sustainable Schools. This will improve schools’ chances of achieving their sustainability targets by 2020.

(vi) Growing Schools. Focussing on food, farming and the countryside the government funded Growing Schools initiative is designed to address the poor level of understanding and interest amongst school children about the connections between the food they eat and the land that produces it. It encourages schools to visit farms and use their grounds to grow produce as a means of enhancing classroom based learning.

(vii) Think Food and Farming. The start of the 2007 academic year saw the launch of the Year of Food and Farming (YFF) by the organisation Farming and Countryside Education (FACE) whose aim is to encourage schools to get involved in learning about food from ‘field to fork’ through three key areas: visits to farms; growing; and cooking food. Think Food and Farming, the legacy project of YFF, to which the Prince of Wales is patron, has been endorsed by DEFRA, DfES (now DCSF) and the Department of Health, has been part of the inspiration behind the Learning on the Land Project.

6.2 Local Strategies and Plans:

(viii) East Sussex has an Extended Schools Strategy and an action plan for the Healthy Schools Programme. Schools in East Sussex will need to reach out to organisations in the community to provide children’s services and to expand their offer. Every school will be an extended school by 2010. After school and holiday provision will be an important part of the service schools have to offer. The extended schools agenda should ensure that children are linked in to potential beneficial activities in their area or village. LotL’s link with local schools will enable children to develop on-going relationships with the farms.

(ix) As part of the healthy schools programme schools are teaching children where food comes from and the importance of nutrition. Learning on the Land can do this with a hands-on experience – which is likely to have a much greater impact than academic, white board learning.

For example the following local authorities are focussing on different aspects of healthy eating in their plans.

Surrey BH3 Reduced Obesity:

- Working with families to promote healthy eating for children and young people
- Working with schools to encourage children and young people to have a healthy lifestyle

Kent Priority 2: To draw on and improve resilience in children and young people to help them make informed and healthy/safe choices and develop coping strategies.

To include a focus on children and young people with emotional and/or mental health problems.

This means:

- Reducing risk-taking behaviour
- Equipping children and young people with emotional skills to build on success and deal with life's challenges
- Encouraging healthy eating and being active
- Improving access to mental health services for children and young people
- Reducing the number of teenage pregnancies

West Sussex Be Healthy

Pt 2: Encourage healthy lifestyle choices and reduce health inequalities that prevent children and young people from maximising their life chances

By March 2009 West Sussex aims to:

- Reduce the year-on-year increase in the incidence of obesity among children aged 5-11
- Increase the uptake of school meals
- Reduce teenage pregnancies
- Increase physical activity and promote healthier eating

Croydon Priority: Help children and young people to be healthy and reduce health inequalities!

What we will do includes:

- Increase the number of 'Healthy Schools', supporting children and young people in making health life choices.

Tower Hamlets Be Healthy: Our vision is that: We want our children and young people to grow up... healthy in body and mind.

Aims include: Improve diet and increase physical activity among our children and young people

- Support the development of a health offer for children's centres and schools to include physical activity and healthy eating focusing on early identification and intervention

Wandsworth Be Healthy

- Promoting Healthy Schools: While significant improvement has been made in supporting schools to achieve National Healthy Schools Status, our performance remains below national levels. We will continue to promote healthy schools and work towards our local and national targets for participation and accreditation.

Working with schools on these aims and the linked themes within Sustainable Schools, Every Child Matters, Growing Schools and Think Food and Farming we will provide a high quality and enjoyable educational experience.

(x) Youth Work Strategy and the NEET (Not in Education, Employment or Training) Overview commits to providing activities for young people.

7. Disadvantage

We aim to address disadvantage in two ways:

1. By making sure children from low income and disadvantaged communities have access to our facilities and
2. By ensuring that our project leaves a lasting impression on the children and teachers who visit it and encourage them to bring some of the elements back to their own community.

1. Schools in disadvantaged communities often find it difficult to pay for school trips, especially if they are residential. Sometimes there is a lack of funds from a proportion of the parents, sometimes it is the whole school. Many schools now try to raise funds in their local communities from local businesses in order to go on school trips. In disadvantaged communities this is even more difficult. Learning on the Land needs to ensure that these schools have access and so aim to subsidise schools or individual children that cannot afford the fee. This will be done by:

- Working with other charities that fund schools to stay on farms. For example we will have a partnership with the Country Trust to provide up to 15 visits from schools in disadvantaged communities. They are raising funds to be able to subsidise the visits.
- Raising funds for a bursary fund that will be managed by St Anthony's Trust.

2. The Local Food fund aims to encourage better access to local food in disadvantaged communities. The Tablehurst and Plawhatch Farming cooperative already makes locally grown food accessible and affordable to local communities. Our aim is to share that model with disadvantaged communities by involving children and young people in farming and gardening through their schools. We would like to develop on-going relationships with schools in deprived areas of East Sussex and London whereby annual visits will be followed up by seasonal information about changes on the farm. There are pockets of high levels of deprivation in East Sussex (Some wards in Hastings, Wealden, Rother, Eastbourne and Lewes have between 24% and 49% of 0 - 15 year olds living in poverty). We shall target schools in these areas and aim for 50% of our visiting schools to come from deprived neighbourhoods. Extra funding for schools with low incomes will be accessed through the Country Trust and from personal donations in the community. One of the results of the Learning on the Land project will be a heightened awareness of food production among young people and teachers. The experience of LotL and the ongoing relationship should support the efforts of schools and families in deprived communities to develop vegetable gardens and get involved in local food production and marketing.

8. Partnerships and Other Organisations

Sussex Wildlife Trust

The Sussex Wildlife Trust education department work with over 19,000 pupils/children each year on day visits to their education centres and as part of their outreach programmes. The SWT Education Manager highlighted the shortage of environmental education residential facilities available within Sussex. As part of their strategy to increase their own service they are currently without the option to develop such a facility of their own they are keen to establish a link with a project such as ours. A partnership could lead to the Trust, which already has a large well established client base of regional schools, recommending the Learning on the Land project as an outdoor education provider, as well as redirecting enquiries they receive regarding residential visits to us. In exchange we would be able to offer educational trips to SWT sites in our programmes and also use SWT education staff to provide specific courses such as the increasingly popular Forest Schools programme on the farm site.

The Country Trust

We have an established link with The Country Trust. The trust aims to bridge the gap between urban and rural communities by subsidising visits to farms around England. Tablehurst Farm currently hosts 20 day visits each year thanks to its work. The trust aims to increase the number of residential visits it supports to 50 in the next 2 years and foresees the LotL project hosting half of these. Tablehurst Farm's proximity to London and the fact that most farms do not have residential facilities makes for an attractive option particularly as the schools it supports often use the less desirable option of youth hostels. The Country Trust and Learning on the Land aim to formalise a partnership that would guarantee a certain number of residential visits per year and joint marketing activities.

Training Assessment Progression

TAP is a charity based in Eastbourne which provides opportunities on vocational projects including farms, gardens and construction, for adults with learning difficulties, those excluded from schools, people with mental health issues and disabilities. Through engaging these people (aged 14yrs+) in

meaningful community-based projects it aims to integrate these individuals into a normal working environment. Avenues for partnership between LotL and TAP in projects and funding opportunities are being explored.

The Countryside Foundation for Education (CFE)

The Countryside Foundation run Farms for Schools, which is a membership based organisation for farms that host school visits. They provide resources and run conferences for everyone involved in farm visits. They also organise the CEVAS (Countryside Educational Visits Accreditation Scheme) courses that provide farmers with information and skills to organise educational visits. The CFE has already provided useful information to the project and as a gesture of support to LotL provided reduced attendance fees to LotL co-ordinators for their annual Farms for Schools conferences in 2008 and 2009. LotL is a member of CFEs subsidiary Farms for Schools which promotes and disseminates information about their members to a wide audience via their website.

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FACE (Farming and Countryside Education)

Face is a charity that also supports learning on farms. They have a variety of resources for farmers and schools and provide a similar service to the CFE. Both FACE and CFE will be crucial for marketing LotL. FACE has been supportive and encouraging.

The Soil Association

The Soil Association is a major campaigning and certification organisation for organic farming. They also provide information on organic farms that offer residential visits. They will also be important for marketing.

Natural England

Natural England provide Country Stewardship grants to the farms. They have been very encouraging and a good source of advice about how to function and fundraising. They will also be managing the Access to Nature fund in 2008.

Local authorities.

Phone interviews were conducted with East Sussex County Council, Wealden District Council and West Sussex County Council. Also several outdoor education advisers were contacted in London boroughs. All of the outdoor education advisers stated that this facility was needed in the South East and that they would promote the LotL centre to the schools in their borough.

Schools

Forest Row CE School is the nearest primary school to Tablehurst Farm. The children could walk to the farm from school in 10 – 15 minutes. The school is interested in using the LotL centre for a variety of curriculum related activities and sees the potential as part of their extended schools commitments and the “Every Child Matters” agenda.

Michael Hall School is a private Steiner school going from age 3 to 18. It is within walking distance of the farm. The school already visits the farm as part of their curriculum based activities and would welcome further support with this work from LotL. There is also potential for visiting foreign students to attend joint courses with Michael Hall and LotL. Michael Hall School is also making a Local Food application and is planning for joint activities with Learning on the Land.

9. Marketing

9.1 Marketing strategy

Most teachers said they used word of mouth as the main way of choosing a centre for residential visits. This means we have to aim for a high level of awareness among head teachers and teachers.

This will be done by:

- Providing free taster visits for teachers where they will be able to trial activities and learn about using the 'outdoor classroom'.
- Attending teacher conferences and manning stalls at popular countryside events for schools and families such as the South of England Agricultural Society's annual 'Connect with the Countryside' event.
- Using dedicated farm school websites such as those of the Soil Association, Farms for Schools and FACE to publish LotL details.
- Targeting all the schools that responded to the survey
- Advertising in trade magazines
- Promoting through press releases, public relations and getting articles in newspapers and magazines. We also aim to recruit a celebrity patron.
- Offering free local food hampers with Tablehurst Farm and LotL produce to schools to auction as part of their fundraising for a visit to LotL.

On becoming operational LotL will launch a major and sustained marketing campaign directly contacting schools by letter and phone to generate awareness and encourage interest.

There is a marketing budget of £7,000 per year in the budget (see section 7. And annexes)

Part of the marketing will include efforts to ensure a continued relationship with schools. This will be done through post visit follow up contact by LotL staff including customised visits to schools and will be supplemented by a regular blog on our website and a webcam link to follow progress on the farm such as chicks growing or lambing.

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Learning on the Land will hold an annual event for teachers who have already visited with their pupils (and also new teachers) to share feedback, progress and any new developments at LotL. This will also be an important feature of LotLs on-going monitoring and evaluation process to determine the success of the project.

9.2 Feedback

There needs to be continual assessment of school satisfaction with the service. This will be done by getting end of week assessment forms filled in. But it will also be important to hear how the week on Tablehurst farm benefited the children over the months following the visit. Some schools might be willing to share their own assessment with us or do an extra short questionnaire after 2 – 3 months. A sample of schools will be visited after a three month period in order to verify the schools' experience at Tablehurst Farm. LotL needs to maintain a level of flexibility and should respond to demand and customers needs.

9.3 Price

We are going to set the price to be just above the amount that schools said they were willing to pay. Price was not the main criteria that schools use to choose which centres to go to and so is not a key competitive tool. However we do not want to set a price that will be prohibitive for schools from low income areas. There will be differential pricing for private schools and for the different seasons. If

fundraising is successful we may be able to provide subsidies for schools that are unable to fundraise in their community or get help from the Country Trust.

Price per child per week

	March – November	December - February
State Schools (4 nights)	£180	£170
Private Schools (4 nights)	£250	£200
Holiday day camps (5 days)	£225	£200
Holiday residential (6 nights)	£370	N/A

9.4 Product and image

The main way of building up the image and brand identity of Learning on the Land will to provide an excellent educational service within a sustainable setting. Initially the image will be built up through promotion, public relations and marketing material. However word of mouth will quickly become the main way that the project is promoted. This means that the quality of the service itself and the feelings of the people who visit are very important. Careful planning right from the outset will ensure a good image development – including recruitment of staff, building design and decoration, systems and internal communications, teaching methodology etc.

10. Monitoring and evaluation

Monitoring and evaluation will focus on qualitative and quantitative data that will provide us with information to assess the progress we are making towards our outcomes and the level of satisfaction and likelihood of repeat visits. Registers will be kept of numbers of children and volunteers using the LotL Centre to verify outcomes 2, 3 and 4. Outcome 1 will be verified at the end of 2009.

LotL will organise follow up visits to a sample of schools up to 3 months after their visits to see how they are incorporating the learning into their school and family lives.

We have put together a Logical Framework for the project (see below) and this will be used to monitor the progress of the project towards achieving its outcomes. You will see from the framework that each outcome has a set of indicators that can give us an idea of progress through yearly reports. There are also a set of activities for each outcome, which can be monitored as they are implemented. We aim to produce annual progress reports starting in June 2009. In the first year there may be a need for a 6 month report in December.

11. Finance

A full survey of costs was carried out, with quotes from suppliers for many of the items in the budget. The building cost was worked out by using a quantity surveyor who is familiar with sustainable building techniques and alternative materials. His methodology was supplemented by contacting suppliers and organisations involved in sustainable building (such as Amazon Nails on Straw Bale building). We have added a 10% contingency to the building costs.

A break even analysis was carried out for the school activity only. It showed that the centre would have to fill approximately all 40 available term time weeks to break even. If you include the 10 potential weeks of holiday activities, the year would have to be approximately 75% full to break even. Below in figure (iii) you can see an estimate of the cash income for different levels of capacity for school and holiday activity.

The cash needed for the first 3 years of activity is shown below in figure (i)

Figure (i) 3 year budget

Item	Total Cost £	Amount requested from Local Food £	Amount already pledged £
Running costs for 3 years (costs less income generated)			
<i>Grant element</i>	60,000	60,000	
<i>Loan element</i>	98,000		
Capital Costs:			
<i>Grant Element</i>	524,800	240,000	£84,800
<i>Loan element</i>	85,200		
<i>Equipment</i>	30,000		
Total	798,000	300,000	84,000

Figure (ii) Average annual figures over first 3 years (using price of £180/ch/wk)

Average annual cash need	£37,000
Average annual income over 3 year start up	£198,000
Average annual Expenditure	£235,000

Figure (iii) Level of donations needed for different utilisation scenarios

Utilisation	25%	50%	75%	100%
Cash Balance	-£102,317	-£49,704	+£2,908	+£55,521

Assuming £180 per child and £45 per day per child for holiday activities. 40 weeks per year for schools and 10 weeks per year for holiday activities.

12. Operations - How the service is delivered

12.1 Description of the organisation

On reaching the funding total required for the project start-up LotL will establish itself as a Community Interest Company owned by St Anthony's Trust and will be lead by a voluntary board of directors that have overall responsibility for the management of the project.

Learning on the Land will then recruit 5 key members of staff who will be responsible for carrying out the day-to-day running of the operations. The team will be made up of a full time centre manager, 3 full time education staff and a part time administration assistant. There will also be a cleaner on a casual contract. The centre manager will report to the board of directors on a regular basis. The board of directors will provide an annual report to the trustees of St Anthony's.

12.2 The Team

Centre Manager

This role holds the overall responsibility for managing the project. He/she will be the primary point of contact for customers and will ensure effective liaison with them before, during and after each visit. Key aspects of this role will include: staff management; finance, including significant fundraising; marketing and promotion; ensuring compliance with health and safety, child protection and environmental regulations; liaison with partner/other organisations, and dealing with contractors. He/she will have management skills and experience and fundraising and marketing experience. It would be desirable for him/her to have experience of working with children or schools, in particular with regard to outdoor education. Training will include first aid, CEVAS, week long managing safety course. There will also be some tailored training depending on the skills and experience of the employee.

All staff will report to the centre manager. The centre manager will be responsible for setting up and testing staff appraisal systems at the beginning of the project.

Farming Education Officer

He/she will be responsible for all liaison with Tablehurst and Plaw Hatch farm teams regarding the scheduling of activities for the children within the main farm complex. He/she will lead farm related activities with groups of c.10 children accompanied by a member of the school staff. This role will include working with livestock, development of educational resources and programmes throughout the year, and risk assessing all activities. The farmer needs to have good experience of working with children in an outdoor setting, a good knowledge of farming (preferably biodynamic or at least organic) and the ability to learn quickly about the farm. Training will include first aid, CEVAS, and two months working on Tablehurst and Plaw Hatch farms.

Gardening Education Officer

He/she will be responsible for setting up and running the productive vegetable garden, the polytunnel, and composting. He/she will lead the gardening activities with the children and will co-ordinate with the chef to ensure a good supply of seasonal fruit and vegetables for the kitchen and good planning of meals. He/she will develop educational resources and programmes throughout the year, and risk assess all activities. He/she will need good experience and skills of working with children, a sound knowledge and experience of biodynamic (or at least organic) gardening and experience running a large garden. Training will include first aid, CEVAS, health and safety and risk assessment.

Cooking Education Officer

He/she will be responsible for helping to design, equip and run the kitchen. He/she will be responsible for planning all the meals in coordination with the gardener and for teaching the

children how to cook daily meals in a hands-on way. He/she will develop educational resources including a seasonal recipe book for children. Training will include health and safety, environmental health/food hygiene certification, CEVAS and first aid.

NB Though a relevant education qualification/degree is amongst the desirable criteria for education staff, applicants with 2 or more years relevant experience will be considered. Also all education staff will need to work with and oversee volunteers.

Administration Assistant

He/she will be responsible for reception, bookkeeping, filing and databases and general administrative support to the LotL team. Experience in all these areas is required. It would be useful if he/she had experience with children and running outdoor education groups. This post will initially be offered as a part time role though hours of work could increase as the business grows.

Cleaner

He/she will be responsible for laundry once a week and cleaning the premises every morning. The key requirement for this post is reliability.

Board of Directors

The board will be made up of members of the community with a mix of the following skills and experience: education, finance, farming, marketing and fundraising.

12.3 Recruitment

There is a budget of about £1500 for recruitment of staff. This will be used to put ads in the relevant trade web-sites and press, to advertise locally and to produce an application form. The recruitment process will be conducted in line with the LotL Equal Opportunities policy (see appendix) and will involve the Tablehurst and Plaw Hatch farm teams to ensure integration between LotL and the farms.

At the beginning of the project some staff will start part time with a flexible portion of work being given according to demand. This will include the Chef and the farmer. All staff will go through a CRB check.

12.4 Running operations

Farm links and Scheduling:

The LotL centre should be seen of as part of Tablehurst and should be integrated as much as possible. Communication between staff in the centre and on the farm will need to work well, with regular meetings to air any issues and to develop the operations further. Regular meetings should also be planned with Plawhatch in order to schedule visits.

The Farming education officer will be the main contact between the farm and the education centre. S/he will schedule on a weekly and daily basis the activities that will take place with the animals and at all places in the farm, except for the vegetable areas. A weekly plan will be developed for all the children and agreed at the beginning of the week. Contingency plans for bad weather will be needed and updating with the LotL team will take place at the beginning of each day. An example of staff scheduling and a week's timetable can be seen in Annex 5 (still under development). LotL staff will not stay on the premises at night, but will be on call in rotation. At the end of the week the cleaner will be responsible for laundry and cleaning up on the Friday afternoon.

Day visit scheduling: Schools on residential trips will arrive either before or after lunch on Monday and leave midday on Friday. This will mean that the staff will have Monday mornings and Friday afternoons free for local schools. In total the centre will be able to cater for 12 classes a year on a program of 6 day visits.

Inventory and purchasing:

The Chef will be responsible for setting up a food inventory management system. This will need to include an estimation of the value of stock held, the rate of turnover and seasonal differences, a list of suppliers and lead times for ordering. All produce used will be organic with as much on site grown food as possible. The Chef will also produce materials for the children to make sure they can take some of the recipes home.

The manager and administrator will be responsible for identifying and managing suppliers for LotL. Wood chip for the boiler may well be available from Tablehurst, but it will have to be dried and stored properly.

Teaching materials:

Material will be produced by the manager for teachers and children to use once they have left the LotL site. This will include examples of how the activities link to the national curriculum and suggestions for keeping in touch with the farm or continued projects. This material will be a useful marketing tool to ensure customer loyalty and continued communication with schools. There is potential for using a web cam on the farm, so that classes can follow developments like chick growth, lambing and the garden changes.

Credit policy: Schools and families will be asked to pay for residential and day trips in advance. They will need to make a deposit to reserve a place and then will need to pay the balance within two weeks of the trip.

Offsite activities will be organised with at least two months notice from schools. These will need to be scheduled with Plawhatch and the Sussex Wildlife Trust. Schools will be expected to use their own transport for these visits. If they have travelled to Forest Row by train, we will organise off site transport for an extra charge.

13. Policies

Learning on the Land is in the process of writing an Operational Codes of Practice document covering the following policies, that can be used for induction and training purposes for staff and which will also be published online for customers to read.

13.1 Environment

Learning on the Land is committed to reducing its impact on the environment and working towards a high level of sustainability. We believe that by reducing our dependence on fossil fuels, aiming for greater self-sufficiency and local resilience, and by providing meaningful and relevant educational opportunities Learning on the Land will be an example to all.

Sustainable land use is a fundamental feature of the farming practices at Tablehurst and Plaw Hatch which are registered with Natural England under the Organic Entry Level Stewardship Scheme. Learning on the Land will support and enhance the work of the farms with its own focus on continually striving reduce its carbon footprint and overall impact on the environment. Measures to reduce pollution and improve the site for wildlife have been included in the development plans.

Careful consideration will be given to energy and water use and the amount of waste we produce and the 'reduce, re-use, recycle' principles will be adopted in everything we do. Where feasible renewable energy systems will be incorporated in the design of the building during start-up and an ongoing fundraising initiative will work towards the installation of photovoltaics and a wind turbine to generate electricity in situ. The farm has its own woodland which will be managed using traditional sustainable techniques such as coppicing to provide a regular supply of fuel for the wood-burning stove which will help to heat the building. These steps will lead to reduced energy costs in the long term.

Environmentally friendly products, materials and equipment will be used wherever practicable.

As one of the measures of our success we will aim to achieve the Eco-centres Green Flag status awarded by Encams.

All aspects of this policy will be built into the education programmes and marketing as an integral constituent in the ethos of our work, demonstrating to the local and wider community, practical steps we can all take towards a more sustainable future. *(See attached policy document for further details).*

13.2 Health and Safety

As reflected in our discussion with teachers, issues surrounding health and safety are a primary concern. In consultation with the Health and Safety Executive, the local authority and the insurance company and through a process of self-assessment, Learning on the Land has developed a transparent policy and procedures which will encourage schools to carry out residential field trips.

On appointment the LotL manager will attend a week long managing safety course and the other core staff will have all undergone Countryside Educational Visits Accreditation Scheme (CEVAS) training, which covers managing safety for visitors. LotL will also apply for the Learning Outside the Classroom (LOtC) badge which is a national accreditation combining the essential elements of provision – learning and safety – into one easily recognisable and trusted quality badge.

Learning on the Land will offer the following to its visitors as part of providing a safe and enjoyable visit:

- Risk assessed field sites, activities and buildings
- 24 hour duty system with on site staff and/or 'on call' back up
- Restricted access external doors, including keypad locks
- Regular head counts both during fieldwork and while in the Centre
- Nominated first aiders available 24 hours a day
- Robust personnel systems for the appointment, induction, training and monitoring of staff, including checking of all appropriate qualifications, references and criminal records
- Identifiable staff wearing LotL name badges
- Comprehensive induction and training for health and safety issues
- Public liability insurance cover. A certificate from our brokers confirming details of our cover will be available at the centre and is available on request
- Safe vehicles meeting current requirements, such as passenger seat belts and head restraints

Our comprehensive approach to managing health and safety and our commitment to making it easier for teachers to bring their pupils to visit LotL will form the basis of the success of the organisation.

Please refer to 'Health & Safety policy statement' and 'Health and Safety information for visitors' documents in the appendix for further details.

13.3 Child Welfare and Protection

LotL understands that ensuring the welfare and protection of pupils is one of the main criteria for teachers when planning an educational visit. The organisation is committed to safeguarding the welfare of visiting children and will achieve this through:

- Developing a Child Protection Policy and procedures
- Appointment of staff with relevant experience and qualifications
- Nominating a member of staff as the CP coordinator
- Ensuring appropriate induction and training of staff
- All LotL staff (and volunteers where appropriate) be subject to enhanced Criminal Records Bureau disclosure checks
- Visiting children will be supervised at all times by school staff and/or LotL staff (for school visits) and by LotL staff (for holiday visits) and will not come into unsupervised contact with unknown or unchecked adults.