



CLIMATE ED STRATEGY

2024-2027

SECTION 1: ABOUT CLIMATE ED

The problem

Climate change is the greatest challenge our planet faces, with 'extreme weather events' and 'critical change to Earth systems' listed as the number 1 and 2 perceived global risks over the next 10 years in the [World Economic Forum Global Risks Report 2024](#). Climate change will be the defining issue for our current young generation.

Carbon emissions must fall by 50% by 2030 and reach net zero by 2050 to limit global heating to 1.5C (IPCC 2022). But countries' current pledges put us on track for a temperature rise this century of at least 2.7°C (UNFCCC 2021). There are important changes we all need to start making to help meet the UK's emissions reductions targets. According to a 2022 House of Lords Report, 32% of the reductions needed in the UK by 2035 depend on us making lifestyle changes.

90% of teachers think that climate change education should be compulsory in schools but 70% feel that they have not had adequate training to do so ([Teach the Future, 2020](#)), and the current national guidelines lack a compulsory requirement to teach climate change. Our Young People's Needs analysis shows there is a growing demand for high-quality climate education among young people. A 2025 YouGov survey found 78% of primary school children were worried about climate change, with 27% very worried. This research showed many

teachers struggle with its emotional impact on students, with 70% lacking time to support them and 82% wanting lesson plans. [The Royal College of Psychiatrists](#) recommends averting eco anxiety by methods core to the Climate Ed

- Listen to children and take their feelings seriously.
- Support them to take action to feel more in control, hopeful and resilient.
- Work out your family's carbon footprint and ways to reduce it.

Teacher training in this area is limited, with fewer than half of teachers participating in formal professional development related to climate change and sustainability. Our market analysis shows that there are a number of online climate teaching resources available but few focus on carbon footprints and the concept of carbon literacy and none include the presence of a real person from outside the school, bringing skills and knowledge from their own field.



Climate change is the top environmental issue **young people are concerned about.**

(YouGov Survey 2018)



75% of teachers don't feel they've received adequate training to educate students about climate change.

(YouGov Survey 2019)



30% of emissions savings by 2035 must come from people changing their behaviour.

(House of Lords Report, October 2022)



Children born from 2017 onwards will need to have annual **carbon footprints 90% lower than their grandparents** to ensure that global heating remains within 1.5 degrees

(Carbon Brief Analysis 2019)

Our response



Climate Ed is a volunteer-led climate education and action charity. We are focussed on our mission and guided by our [theory of change](#).

Vision

A society where young people understand how they can tackle climate change and are empowered to act.

Mission

To provide high quality carbon literacy education to children across the UK, and enable them, their families and communities to reduce their carbon emissions.

2030 Goal

To make high quality carbon literacy education and action available to every primary-aged child in the UK.

Climate Ed teaches Year 5 and 6 children about climate change and inspires them to act, ensuring that all children leave with ideas and motivation about how they and their families can reduce their carbon footprint, and with skills to influence the adults in their lives. Through our education programme, our aims are to:

- Increase carbon literacy among children.
- Inspire children and their families to take action to reduce their emissions.
- Reduce climate anxiety among children.
- Improve dialogue and collaboration between adults and children about climate change

The education programme consists of five one-hour workshops, combining drama, knowledge sharing, conversation and games. By the end of the programme children commit to taking climate action in the family or community. The programme helps to build skills such as assessing carbon footprints, thinking critically about social and environmental issues, debating and making reasoned arguments - our programme therefore aligns well with citizenship aspects of the curriculum. Because we know that climate change impacts vulnerable and marginalised communities more acutely, Climate Ed deliver a proportion of work in areas of multiple deprivation. Our aim is to uplift children, to help them find a voice on climate change.

As one student recently said: ***'The programme made me feel strong about what I can do to stop climate change'.***

Climate Ed is unique in delivering our programme through our trained volunteer network of passionate, knowledgeable and committed climate advocates and offering it free of charge to schools. With the volunteers' subject expertise, personal commitment and professional background, they inspire the children on this topical issue and spark their curiosity in finding solutions. We re-visit some schools 3-4 months later to evaluate the reductions that have been made and to offer further guidance about what practical steps they can take at home.

Our impact

By the end of academic year 23/24 we had delivered our carbon literacy programme to over 10,833 students and the response has been overwhelmingly positive.

Data from academic year 23/24 shows that:

- **94%** of children said that the programme improved their knowledge of climate change*
- **85%** of children said the programme inspired them to do something to help with climate change*
- **89%** said the programme made them feel positive about how they can help with climate change*

**a bit, quite a lot or a lot*

Following the programme, children are encouraged to reduce the carbon footprint of their homes and communities. Evaluation evidenced that:

- **57%** of families were reducing carbon from their travel.
- **38%** of families were eating less meat and dairy.
- **91%** of families had reduced consumption/were participating in other carbon-saving initiatives.

Our schools said:

'There is a thirst for more accessible, child-friendly information and engagement. Brilliant.'

Wimbledon Chase Primary

'Thank you for your amazing work with our children- such unique experiences they got from being part of Climate Ed- memorable and necessary learning!'

Loughborough Primary

'Climate Ed were nothing but fantastic.'

Ravenstone Primary

'Ofsted were intrigued and impressed with the opportunities it gave children to deepen their understanding of the world. It gave the school a broader curriculum.'

St. Mary of the Angels Catholic Primary School

Our children said:

'Before I knew about climate change but had no idea how to prevent it. But now I feel passionate about the topic and I know how I can help.'

'It has inspired me to take action as now I'm more aware of the dangers of climate change and will do many things to prevent it.'

SECTION 2: INSIGHTS TO INFORM OUR STRATEGIC PRIORITIES

To inform the development of our strategic plan, we have distilled key insights from the public policy landscape the climate education market and our programme

Public Policy

The Department for Education's (DfE) Sustainability and climate change strategy requires all schools in England to have in place a Climate Action Plan and Sustainability Leadership by Autumn 2025. This plan should include a section on Climate Education and Green Careers:

- **Climate education:** to provide opportunities to develop a broad knowledge and understanding of the importance of nature, sustainability and the causes and impact of climate change and to translate this knowledge into positive action and solutions.
- **Green skills and careers:** to provide the opportunity for people of all ages to train, retrain or upskill to go into green careers.

There has, however, been limited progress to date against many of the commitments set out in the strategy.

The DfE launched a Curriculum and Assessment Review which will report in Autumn 2025; the interim report acknowledged the need to address the knowledge and skills required to equip young people to meet the global social and environmental challenges of their future. Climate Ed joined over 750 signatories to a letter to the Secretary of State for Education to call for more comprehensive inclusion of climate and environmental sustainability in the National Curriculum.

In the absence of a coherent climate curriculum Climate Ed continues to have a crucial role in raising the standard of climate education in UK primary schools.

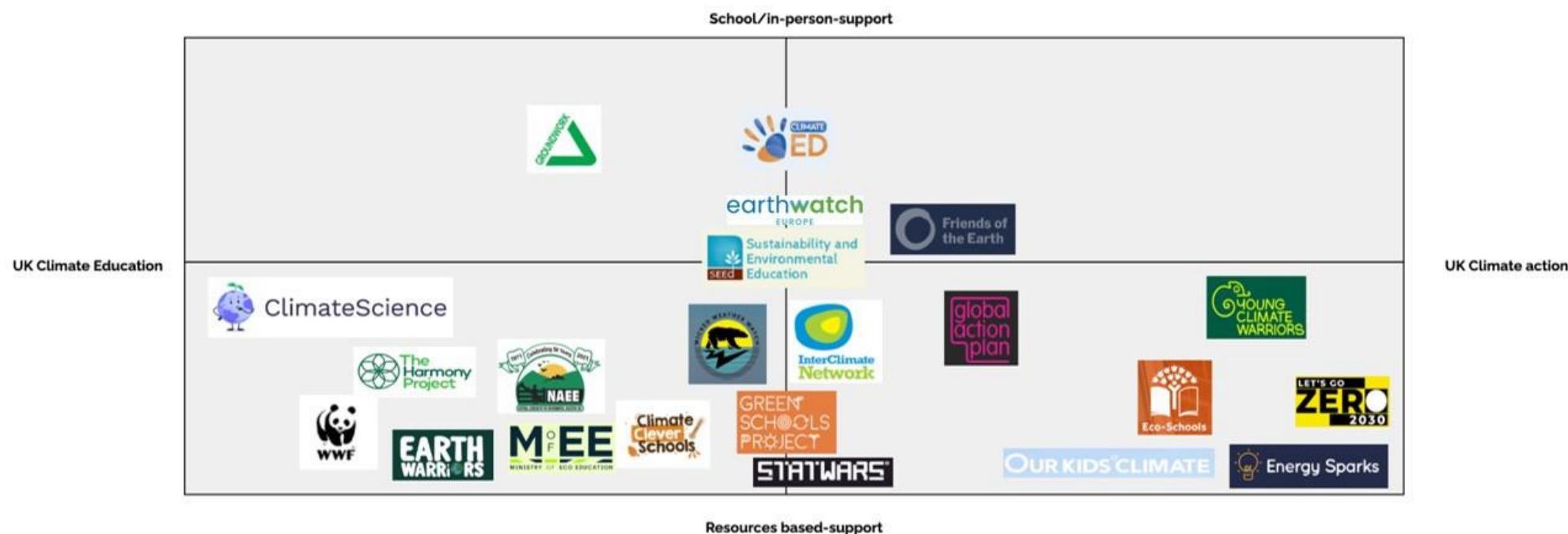


Ecosystem Review

We identified and analysed key public, private and non-profit climate education actors and explored where there were material provision gaps alongside opportunities for collaboration across the ecosystem. There is:

- **A clear gap in the provision** for young people that covers (1) carbon literacy education and climate action at home and (2) a strong in-school based model, (3) volunteer-led content that brings a strong community voice, (4) a programme that revisits and consolidates learning over a half term.
- **An opportunity to collaborate with educators** on the development and distribution of resources (online and in person)

Given the lack of a coherent climate curriculum, the inadequacy of teacher training in this area, and the gap in the offers from other climate education providers, primary schools find the Climate Ed programme an effective way to address the Climate Education element of their Climate Action Plans.

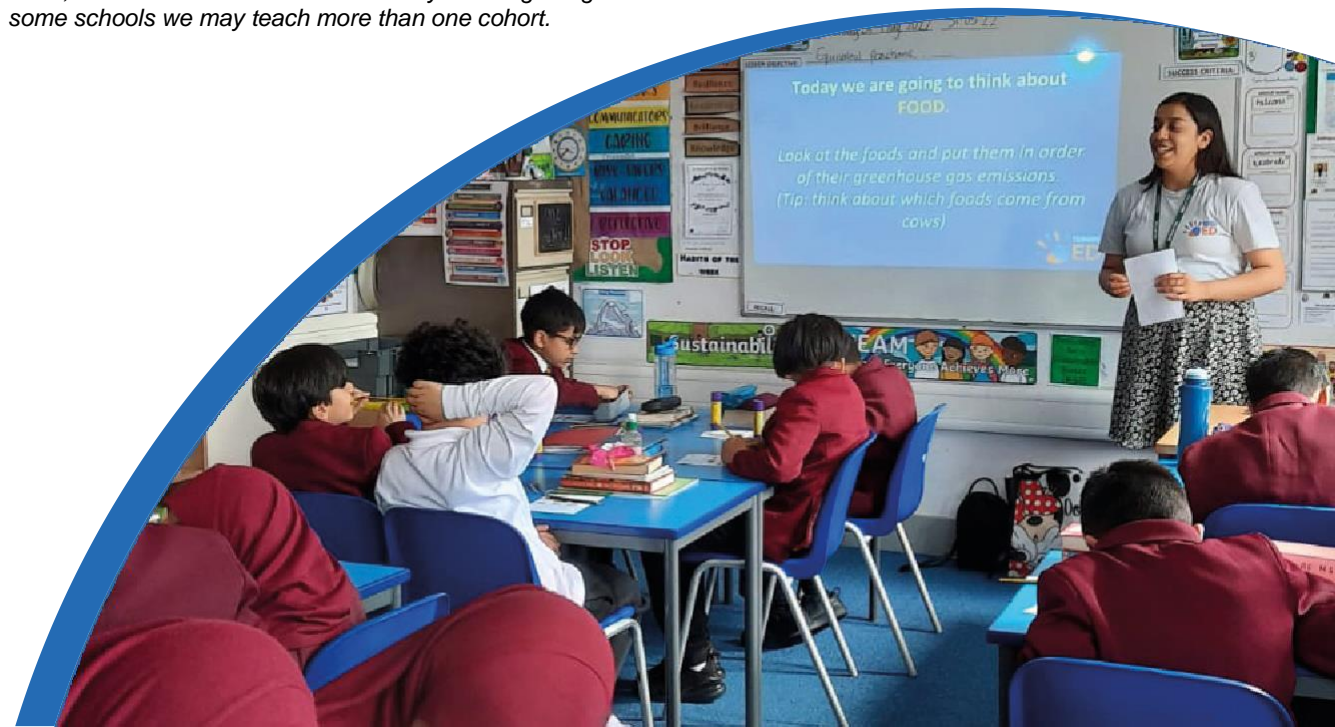


Our programme insights

- We have built demand in London for the Climate Ed programme and are becoming well recognised and valued with awards for our work and waiting lists of schools wanting the programme. It took a lot of investment to get us to this stage, but less to maintain - efficiencies from being long-established enable us to grow our quantity of delivery year on year (to a maximum of 200 cohorts* per local
- We have developed processes that will enable us to embed more quickly into a new location and being able to evidence success from our London programme enables fundraising earlier in the process.
- Our programme is well tested and refined and ready for wider roll out to help us meet our 2030 goal. There are several models of expansion that we have identified which require further analysis and testing, including models of centralised and decentralised control.
- Whilst the digital resource we have been using during the programme to explain tricky concepts is engaging, it is not UK focussed and there is nothing equivalent for a UK audience. Developing this would give volunteers better resources and would provide flexibility for teachers to deliver the programme in areas where volunteers are hard to source.

- Insights from children and volunteers alongside well-reviewed principles about climate education and eco-anxiety help to continuously improve the programme and ensure it is fun and impactful.
- It is difficult to measure the direct carbon impact of young people's actions and attribute it to our programme. The challenges are partly around getting in touch with children and families after the programme, and partly around developing reliable metrics for carbon reduction at this scale. Some additional focus on this is giving us and our supporters confidence about impacts.

**Cohort: a group of children taught. Sometimes this applies to a class, sometimes two classes when they are taught together. In some schools we may teach more than one cohort.*



SECTION 3: STRATEGIC PRIORITIES 2024-2030

We aim to achieve our 2030 goal through three phases (AY = academic year):

PHASE 1: AY18/19 – AY23/24: Inception of the programme: COMPLETE

- Collaborate with teachers to design the Climate Ed programme.
- Build a network of volunteers and schools and roll out across London boroughs.
- Iterate the programme design based on continuous student, teacher and volunteer feedback.
- Recruit additional staff to prepare for expansion.

PHASE 2: AY24/25 - AY26/27: Developing the foundations for roll-out at scale: IN PROGRESS

- Build a business model for delivering the Climate Ed service nationally, including processes for establishing in new locations more quickly, integrating effectively into local systems and delivering at lower cost.
- Expand to four new locations to test and refine our national roll-out model (two in AY24/25, one in AY25/26, one in AY26/27). By the end of AY26/27 we will be operating in a total of five locations, delivering to 480 cohorts/14,400 children per annum. This will rise to 800 cohorts/24,000 children per annum once each location is fully established*.
- Increase staff numbers from a team of two in 2024 to a team of seven in 2027 to enable us to deliver our strategic growth plan,

comprise a part-time local coordinator in each of the five locations, a programme manager and a core staff member. We will have a growth in volunteers from 200 in 2024 to 900 in 2027 and an increase in trustees from eight to ten.

- Secure a sustainable presence by year 4 of operating in each location, indicated by a reliable and mature volunteer network, stable funding (including multi-year and repeat funding), and a good reputation and high demand amongst schools.
- Refine and evolve the programme design and measures as we gather feedback from greater numbers of students, teachers and volunteers.
- Develop UK focussed digital resources to support delivery and to enable teachers to deliver the programme. Develop the groundwork for teacher delivery in phase 3.

**This assumes each location delivers 60 cohorts in the first year of operation, 100 cohorts in year 2, 120 cohorts in year 3, 160 cohorts in year*

PHASE 3 AY27/28 - AY30/31: Achieving nationwide roll-out: TO COME

- Draw on experience and processes from Phase 2 to develop roll-out model to further locations.
- Roll out teacher-led delivery to hard-to-reach regions or areas where we don't have volunteers.
- Implement phased roll-out to complete UK coverage.

SECTION 4: FUNDRAISING AND BUDGETS

To fund our ambitious Phase 2 expansion programme, we have developed a fundraising strategy that draws on our fundraising and 'funding landscape' analysis.

Organisational growth

Phase 2: AY22/23 to AY26/27

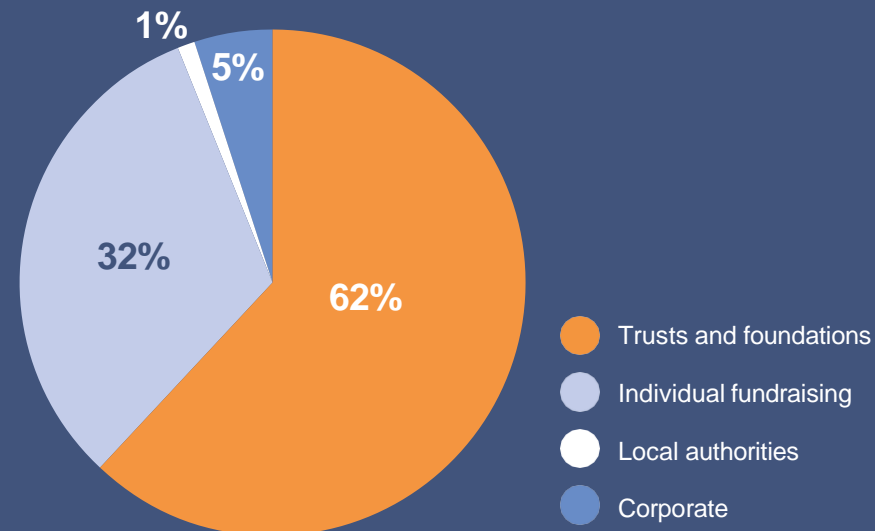
	AY22/23	AY23/24	AY24/25	AY25/26	AY26/27
Pupils reached	2,869	5,246	6,720	10,080	18,500
Cost per pupil	£13.40	£11	£10	£10	£7.50

As we build our national delivery model, we will demonstrate increasing **social return on investment** for our donors with our cost per pupil forecast to decrease from £13.40 in 22/23 to £7.50 over the next 2 years. These efficiencies are driven by economies of scale and scope related to the expansion of our programmes from one to five regions in this period. The more we invest in the growth of the organisation, the most cost-effective and efficient we become.

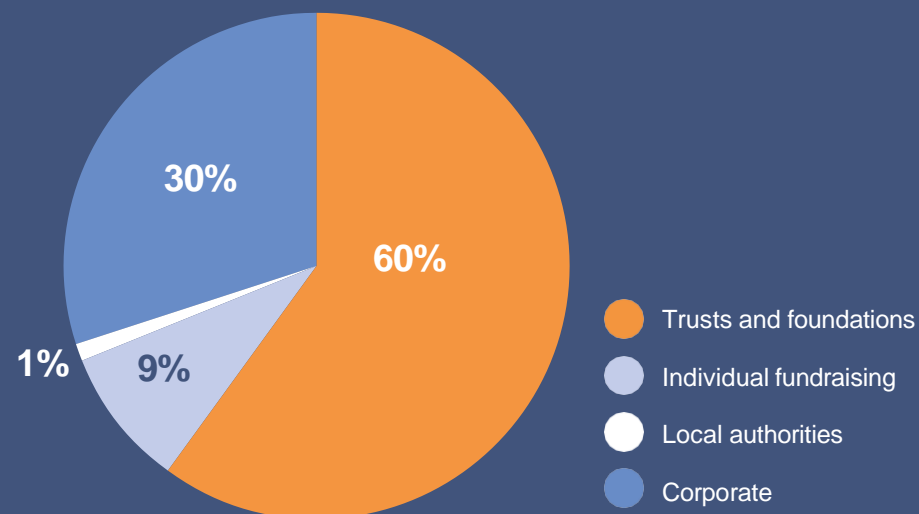
Phase 3: AY28/29-AY30/31

By Phase 3 we will have a proven model to replicate our programme at scale, both using the established volunteer-led model and the teacher-led model. We will be operating our volunteer or teacher-led model in all areas of the UK. As our reach increases, our social return will be accelerated. By 2031, all primary aged children in the UK will have access to carbon literacy and climate action.

INCOME SOURCES UP TO END AY23/24:



INCOME SOURCES AY24/25-26/27



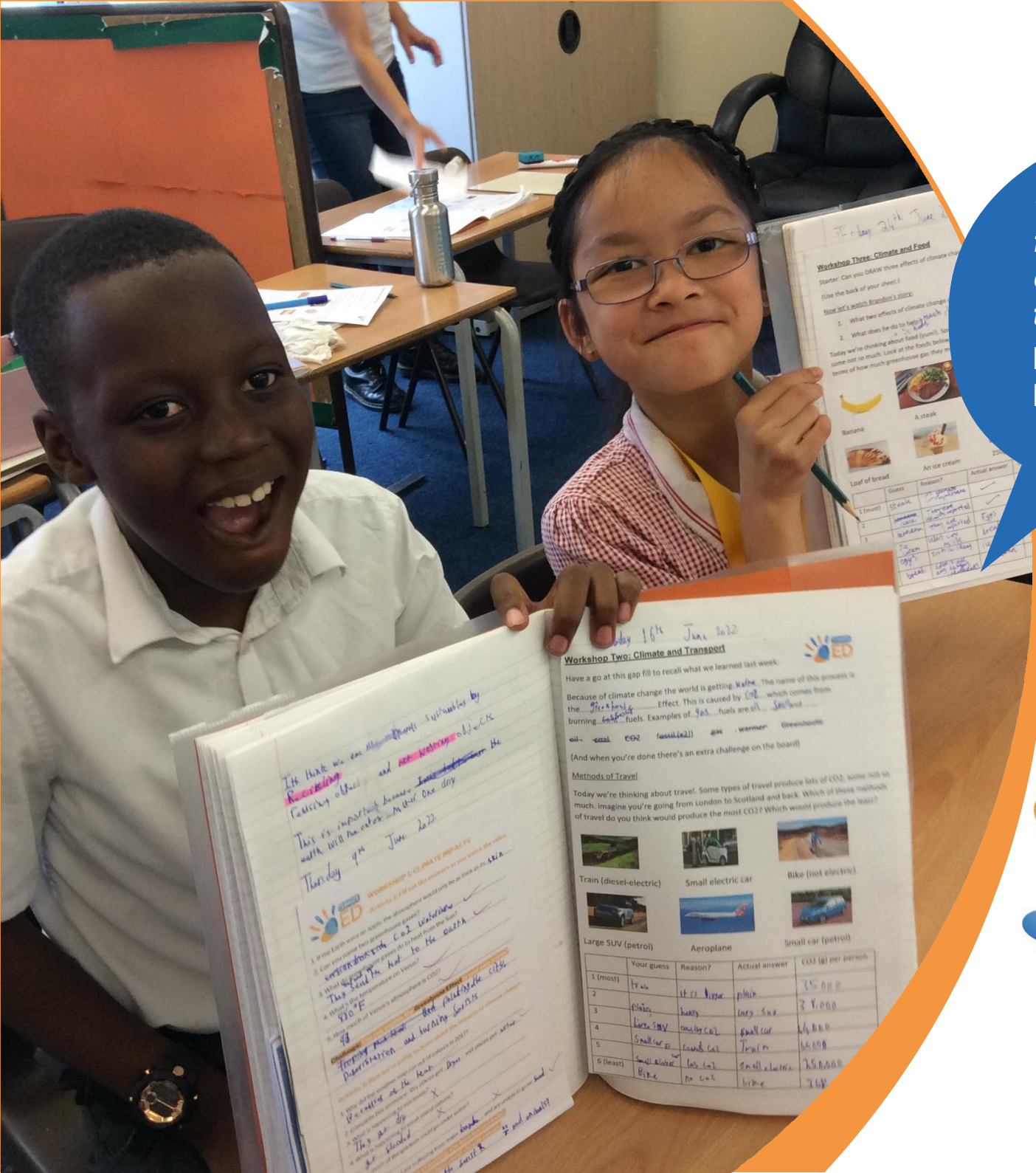
Key funding opportunities

- **Corporate giving:** Up until 2024, this was up to 5% of Climate Ed's funding, but we are focussing on growing this to 30%. We have launched our new [corporate partnerships initiative](#) which we anticipate will deliver unrestricted income, programme support and support in-kind. It will also deliver stronger donor value for our partners - Climate Ed can offer businesses the opportunity to engage with and support their local community, express their values in the place that their people live and work and publicise their work doing this.
- **Trusts/Foundation:** There is significant funding growth in this segment ([Climateworks report](#)) and it has been our most successful area of funding to date (62%). We will focus on scaling this in terms of amount and keeping it stable in terms of proportion of our income, working with strategically aligned trusts and foundations to drive more multi-year grants.
- **Individual Giving (digital and major donations):** We anticipate the amount raised by digital fundraising will remain stable, but as a proportion of our income it will fall from 32% pre 2024 to 9% over Phase 2. With the launch of our new major unrestricted donors programme in 2025, we anticipate this income source to increase significantly in Phase 3.

If you would like to find out about partnering with Climate Ed, supporting us as a volunteer, or receiving our programme as a school, please click on 'Get Involved' at www.climateed.net.

We are grateful to our volunteers, staff and trustees for all the hard work they are putting into our growth and the quality of our programmes.





"I want to do these workshops for the rest of my life! I loved all of it and it amazed me how many things you could learn."

Pupil from Christ Church, Church of England Primary School, KT5 8LJ



www.climateed.net