



Solutions for the Planet

Impact Report 2016-17





CEO's Welcome

What a year! Through reading this report we have the opportunity to appreciate all the fantastic work that has been put into all the Big Ideas, mentoring and background work in the Solutions for the Planet Big Ideas Programme this year.

It has had its ups and down for us at Solutions. Its ups have included expanding our team to include Jess Mitchell and Sarah Milburn. We're also delighted to have had both new schools and new business partners joining us in 2016/17 as well as welcomed back some of our more longstanding school and business partners and friends.

As well as energy, water and waste issues, pupils also focused on issues such as deforestation, biodiversity,

[Solutions for the Planet](#)

poverty, homelessness, health, road safety and bullying as part of the 690 Big Ideas generated this year. Nearly a fifth of teams went on to submit these to the competition.

It's testament to the ongoing success of the programme that we have secured two additional business partners to support the growth in 2017-18. These are Arcadis and Mears, who alongside our existing partners Tarmac, SGN, Brammer/Buck & Hickman and IGEM will help us expand the programme to schools in Scotland as well as in our existing regions. We plan to work with 40 schools next academic year.

We have also welcomed Nicola Martin and Mark Wood to our Board of Directors who bring their respective experience and a positive

growth mindset to support Solutions for the Planet on the next stage of our journey.

We've said a fond farewell to former Non-Exec Director Cathy Richardson Roberts and Kat Luckock has also moved on in her day to day role, although remains on our Board of Directors.

Many of you will know that we have also said goodbye to Kevin Schofield, our Solutions for the Planet Chair, who died in February. This was a devastating loss for Solutions for the Planet and me personally. It is with a great sense of pride that 2017 has marked our 10,000th student to have taken part in a Big Ideas Day across the country. A huge achievement and a very special part of Kevin's legacy, of which he would be very proud.

As I said at the final "We can change the world and have a responsibility to do so, whether it be through our big ideas or through our small day-to-day actions. Congratulations to everyone who has participated in the Big Ideas Programme this year". I hope you enjoy reliving it whilst reading this report, as much as I have in putting it together.

If you would like any further information or details of our impact as referred to in this report please get in touch.

Do also support us by following us on Twitter (@S4TP_BigIdeas), connecting on LinkedIn and telling everyone you know about the Solutions for the Planet programme and the absolutely incredible Big Ideas the younger generation creates.

Jen Baughan, CEO

Big Ideas Competition

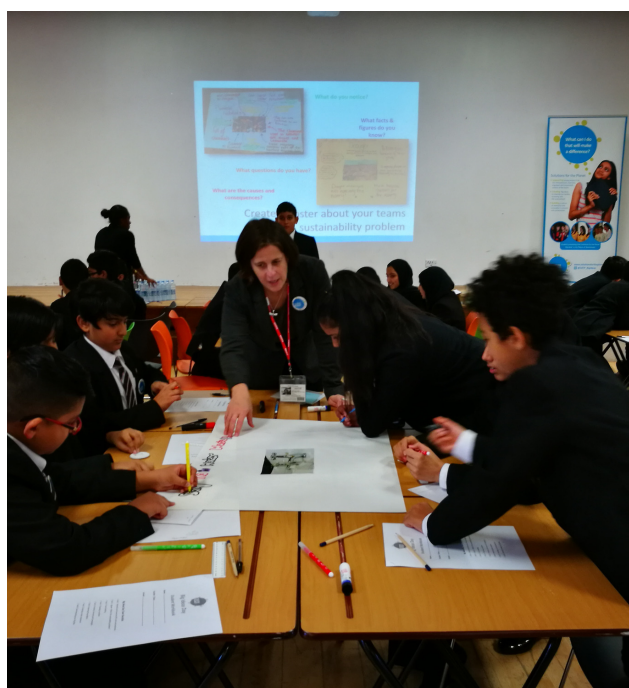
S4TP's Big Ideas Competition, is an annual STEM (science, technology, engineering, and maths) and enterprise programme, focussed on sustainable development and the green economy.

Through our annual engagement cycle thousands of young people learn about sustainability challenges and how to solve them through designing their own innovative, enterprising solutions - or Big Ideas, as we call them.

The programme focuses on three key themes: energy, water and waste. However, there is flexibility for students to identify and tackle any local or global sustainability problem they are passionate about be it environmental, social or economic.



The programme begins for students with a Big Ideas Day in school, where teams of students come up with their initial Big Idea to solve a problem they care about. These days take place between September and February. Following this, teams who decide to continue with the competition are asked to write a Business Plan of their idea, which they submit to a regional panel of judges in March. The top teams from across each region are invited to regional semi-finals, which take place at our partner universities, in May. At these, student teams present their Big Ideas and answer questions from the judging panel. The regional winners are then invited to present their Big Idea at the Palace of Westminster, London, in July. Between each stage of the competition our business mentors go in to the school to support teams to develop their ideas, business plans and presentations. Teachers also play a significant role in supporting teams throughout the process.



This years' finalists designed products, services and campaigns tackling a diverse range of issues,

These included teenagers' recycling habits, childhood obesity, food waste, communication challenges of autistic children, clean drinking water in developing countries, British biodiversity and clean air, use of drones by emergency services and green energy.

Rarely is there an opportunity to hear about so many brilliant ideas covering such a diversity of issues.



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Output in numbers

133 Big Ideas submitted to the competition from 557 students

3436



students took part in a Big Ideas Day

227 students (60 teams) participated in one of 6 semi-finals

26



schools participated

48 students from 12 teams attended the Finals

690



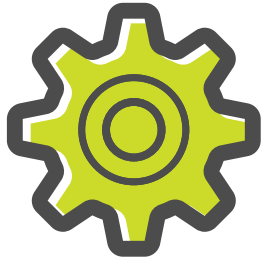
Big Ideas generated



A British Science Association programme

225 students achieved a Bronze CREST Award and 2 were eligible for a Silver CREST Award

Students' feedback from the Big Ideas Days



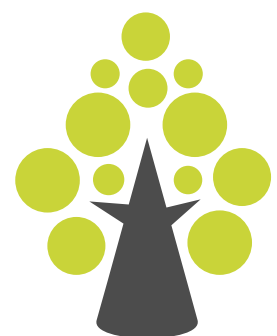
74% say they are more interested in STEM subjects as a result

71% understand more about the job opportunities using STEM skills



85% say they know more about sustainability

87% feel young people can make a difference to sustainability



83% know more about how companies are using STEM skills to tackle sustainability

Social Impact

This year, supported by Bean Research, we devised a Theory of Change for the Big Ideas Programme. This is the process by which we determine what outcomes and impact we and our partners consider most important to evaluate and evidence.

We identified six areas in which we wanted to be able to demonstrate change in and developed our evaluation methodology around this. Our evaluation captures the journey towards some of these changes throughout this report.

The six areas in which we wanted to be able to demonstrate change:

1. For schools to ask more of businesses and understand their relevancy within the curriculum
2. To increase sustainability awareness among young people and in business
3. To create greater opportunity for creativity within the curriculum (to change teaching approaches and to encourage students to ask for the problem, not just be presented with it)
4. Development of STEM knowledge, entrepreneurial and employability skills in young people
5. Widening the talent pool for our business partners
6. Empowering the voice of young people in key global issues

Although there is less evidence to demonstrate greater opportunity for creativity within the curriculum, 75% of teachers said they saw their pupils' creativity increase as a result of being part of the programme. And 66% of mentors said the programme gave their business an insight into creative learning in practice.

“As an employee it refreshed my sense of creativity and helped me look at projects though a different lens”

Also 42% of mentors said the programme gives their company an opportunity to recruit from a diverse talent pool and 71% said it builds a better understanding of young people's career options.

This demonstrates that the programme goes some way to widening the talent pool for businesses engaged, who otherwise wouldn't have access into the school or the opportunity to work with so many young people in the vicinity of their business.

Diversity

It is important to S4TP to recognise the diversity of students we work with throughout the programme year. This is of particular importance because one of the areas of our Theory of Change and an organisational priority is to widen the talent pool for businesses. We focus on increasing awareness of and access to STEM careers for young women and young people from BME backgrounds.

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49% of Big Ideas Day participants were from a BME background

54% were female
(this includes two girls' schools)

21% received free school meals (a common indicator of deprivation in education)

The average Big Ideas Day included 116 students
(with a range of 35 – 270 students)

This year, S4TP investigated the demographic factors influencing the success of the Big Ideas Programme on pupils. The local areas, schools and demographics of students involved in Big Ideas Days can differ substantially.

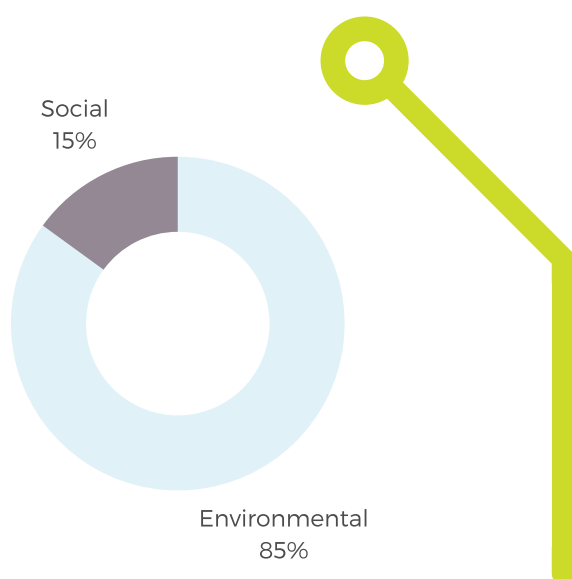
Using anonymous student feedback and equality monitoring data of pupils, S4TP conducted multi-variate statistical modelling to show that region, year group, deprivation (estimated by free school meals) and gender have no significant impact upon the students' enjoyment, their learning, nor their aspirational development. This should be viewed as convincing evidence that S4TP provide an accessible and inclusive programme for 11-14 year olds regardless of their demography and background.

The research showed two factors did have an impact upon enjoyment, learning and aspirations. These were the size of the Big Ideas cohort and the number of mentors assisting on the Big Ideas Day. The percentage of positive outcomes are significantly higher from Big Ideas Days that include smaller cohorts of students and more business mentors, strongly suggesting student-mentor interactions are key to the success of the programme.

The full report is available on our website and discusses best-practice guidance for S4TP whilst confirming we provide a truly inclusive and accessible programme for young people. In turn, this gives S4TP the opportunity to communicate its success in careers and enterprise support, and share best practise with organisations working toward similar goals.

Overview of the Big Ideas Day

More than 690 Big Ideas were generated at Big Ideas Days this year, with 133 teams submitting their ideas to the competition in March 2017.



Graph 1: Big Idea Overall Themes 2016-17

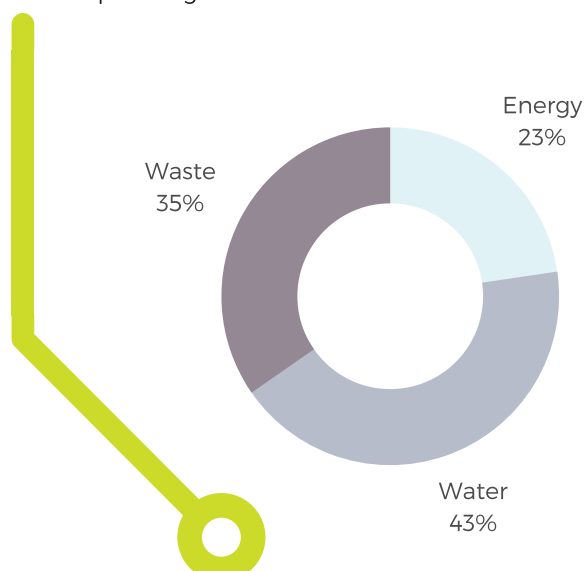
The graph shows the diversity of Big Ideas submitted at this first stage of the competition, by theme. The majority of students (84%) unsurprisingly pick an environmental problem to tackle as these are the themes we focus on at the beginning of the Big Ideas Day. Many of them fall in to one of our priority categories of energy (17%), water (32%) and waste (26%), however a number of other areas are chosen by students including deforestation, biodiversity, poverty, homelessness, health, road safety, bullying and other social issues.

Biodiversity has been such a focus of interest for many young people this year that it has been added as one of our key themes of focus, alongside energy, water and waste, for 2017-18.

The types of solutions the teams come up with are equally diverse, from improving existing products, developing new technologies, designing new services, to creating new campaigns for people to engage in.

In addition to our social impact through education and skills development of young people, the Big Ideas generated through the programme have the potential to have significant environmental and social impact themselves, if implemented.

Graph 2: Big Idea Core Themes 2016-17



With this in mind, we have continued to encourage teams to carry on developing their Big Ideas beyond the competition this year, to ensure this bigger and wider impact. This has been supported by our partnership with UnLtd's Do It For Real programme, enabling us to award small grants to teams to develop and implement their Big Ideas.

Here is a list of this years' finalists and their Big Ideas:

Team Hydration	Dixons Kings Academy	Yorkshire	An irrigation robot designed to convert urine into clean water to use on crops and grazing pasture
The Hyper Monkeys	Heath Park School	West Midlands	The Hyper Monkey Band is a wristband and App to encourage young kids to be more active
Redivivus	Stratford School Academy	South East	An App that measures and rewards better recycling behaviours
C.T.G Cut the Grease	Moseley Park School	West Midlands	Campaign to raise awareness of and prevent fats, oils and greases (FOG)
Food 4 U	Grace Academy	West Midlands	Campaign to tackle food waste including the Leftover Challenge
Turbo	Eastlea Community School	South East	A mechanism for shoes that generates energy as you walk/play
Drone Aid	Longfield Academy	South East	A new system, using drones, to allow the emergency services to reach previously inaccessible people that needed their help
Bin It to win It	Pudsey Grangefield	Yorkshire	Rewards-based App and game to encourage recycling in young people.
UTime	St Bede's & St Joseph's Catholic College	Yorkshire	An App to help children affected by autism to get into a routine and make decisions through the App.
Green Musketeers	Greenacre Academy	South East	A dome full of trees and human friendly animals to raise money to protect jungles and a 'take the dome home' to raise awareness about the issues.
Nano-cells	CTC Kingshurst	West Midlands	A nano-cell that looks and acts like a white blood cell to scan and potentially treat for cancer
Filter Fresh	Dixons City Academy	Yorkshire	A water cleaning pack to be donated across countries with poor sanitation and a lack of clean drinking water.

Big Ideas Programme and Competition

Our independent research demonstrated our Big Ideas Programme has a positive impact on schools, teachers, and pupils as well as its business partners and mentors.

These stakeholders are very positive too. An impressive 98% of students, 100% of teachers and 100% of business mentors would recommend the programme to friends and colleagues, and all the schools involved see the Big Ideas programme as offering value for money.

Skills development is at the heart of the programme. Students (and their teachers) report an increase in skills, particularly in understanding the relevance of STEM and sustainability.

Mentors also develop new skills - 78% of mentors feel that mentoring young people in the programme has helped them in their professional life and 74% feel it has helped them in their home or personal life.

One of the most successful aspects of our Big Ideas Programme is the collective input from individuals with different experiences and perspectives. Its collaborative nature, ability to inspire creativity and the resulting increase in confidence among the young people involved is demonstrated throughout the evaluation and sets the programme apart.

“It really gets the children thinking differently... Having mentors from companies helps them interact with adults [who] are not teachers or parents...The best part is that they realise that they could play a part in making a real difference”.

Business Mentor

And there are signs that this won't stop at the end of the programme cycle. One in four teachers (and three in four pupils) report that, as a result of this programme, students' overall interest in school has increased, and it has encouraged them to be more creative in engaging students. After the Big Ideas Day, 85% of teachers feel positive that that the programme will benefit the school as a whole.

There is also a longer-term gain for businesses to support the programme, aside from the clear impact on young people. Three in five business mentors say they feel more positive about their employer as a result of their mentoring experience, and over half say they are more satisfied in their job as a result of the mentoring experience.

The next part of this report provides greater detail on the findings from the evaluation with students, teachers and business mentors.

Impact on schools – students

The Big Ideas Programme engages students in building their sustainability solutions.

3436 students took part in a Big Ideas Day

The Big Ideas Day

This year 3436 students took part in Big Ideas Days. Immediately afterwards, 71% of pupils involved fed back on their experiences. Although the length of the experience is limited, there does appear to be a longer-term impact even on those students involved just for this day.

83% of students enjoyed and 70% would recommend the Big Ideas day. 85% say they know more about sustainability, and 87% feel that young people like them can make a difference to sustainability issues.

83% know more about how companies are using STEM skills to tackle sustainability, 71% understand more about the job opportunities using STEM skills and crucially, 74% say they are more interested in STEM subjects as a result (a third significantly so).

Overall, a staggering 98% of students would recommend the programme to friends in another class or school.



83%
enjoyed the BID



70% would
recommend a BID



85% said they know
more about
sustainability



87% feel that young
people like them can
make a difference

Submissions

133 Big Ideas submitted to the competition

These 133 teams collectively involved 557 students. These teams generated 19% of all the Big Ideas generated this year.



Semi-Finals

The students shared a diversity of comments when they were asked “At today’s semi-final I learnt...”:

...about bees, recycling, drones and food waste

...about the amount of slums in the world

...to be confident in what you believe

...a lot of information about pitching ideas, presenting and university life

...about the effects and impact of humans on the planet

...about many different issues worldwide and the unique ways to tackle them

"...you can achieve anything if you try!"

...that there are many careers that branch from the environment

...there are lots of different ways to make the planet a better place

...that everyone has amazing ideas to make the planet a better place and you don't have to win this to make it happen. Never give up!

...that everyone has inventive ideas to help the future of the planet

...we are all unique. Not to give up

"...that losing isn't bad, because you can take feedback and come back stronger next time"



Photos of Semi-Final events 2016-17

Competition Final

For the 48 pupils who progressed through the programme to the competition final, it is clear that extended involvement has improved skills and offered them new opportunities.

While pupils say they have seen improvements in specific skills such as science, technology, engineering and maths (STEM), presentation skills and project management, the most significant improvements are seen by students to be 'softer', but in the longer-term more substantial.

For example, 74% of pupils feel that their

confidence has greatly improved as a result of the programme and 78% of pupils say it has improved their interest in school.

A third of students said the programme 'greatly improved' their interest in school

In addition, the vast majority (96%) who have been through the full programme and competition are clearer how science, technology, engineering and maths skills are going to be useful in later life.

Summing up the programme, finalist students' comments reflect the skills they developed:

"The programme is great, I have grown in confidence and it has improved my knowledge".

Bin it to win it, Team Member

"It is an amazing programme that tackles world problems".

Filter Fresh, Team Member

"It is a fun project and teaches you things you probably wouldn't learn in normal lessons".

Food4U, Team Member

"We had fun, it was inspiring and we learned a lot."

Drone Aid, Team Member

"It's been a privilege meeting Bradford's MP and going to Westminster Palace".

Team Hydration, Team Member

"Our chance to get our voice heard."

The Hyper Monkeys, Team Member

"An educational programme that helps build up skills and confidence."

Redivivus, Team Member

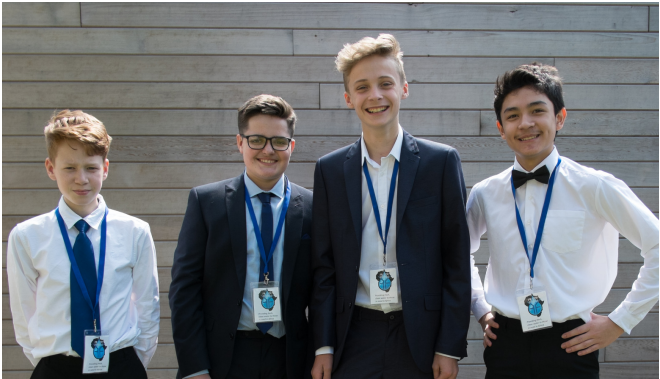
"Thank you, it's been a once in a lifetime opportunity."

Cut the Grease, Team Member

Feedback shows students would welcome some additional support to implement their Big Ideas throughout the programme, particularly with funding and sponsorship, intellectual property, growing contacts and in selling the product or service.

The S4TP team are looking at developing additional resources for students, teachers and mentors in these areas for 2017-18.





Impact on schools – teachers

The teachers are obviously known to the students in advance, but the involvement in the S4TP programme offers an opportunity to inject creativity and develop this relationship further. In fact, spending time with teachers outside of lessons was seen, by the students, as the most influential part of the Big Ideas programme.

Crucially, the Big Ideas programme makes a difference to teachers and schools as well as the students directly involved.

95% of teachers feel the Big Ideas Day was a success, and all the teachers involved would recommend the day to friends and colleagues.

Teachers sum up the Big Ideas Day as fun, engaging, well-organised and creative. They also believe the day helps students to understand more about the relevancy of sustainability and the role they can play, as well as, think differently about their future career options.

The impact of the Big Ideas day is seen to be longer-term on the school and teachers than just the day itself. In fact, 85% of teachers feel positive that the Big Ideas Programme will benefit the school (as well as the students). The day is seen to encourage teachers themselves to be more creative and to understand more

95% of teachers feel the Big Ideas Day was a success

about companies working in sustainability and what they are doing.

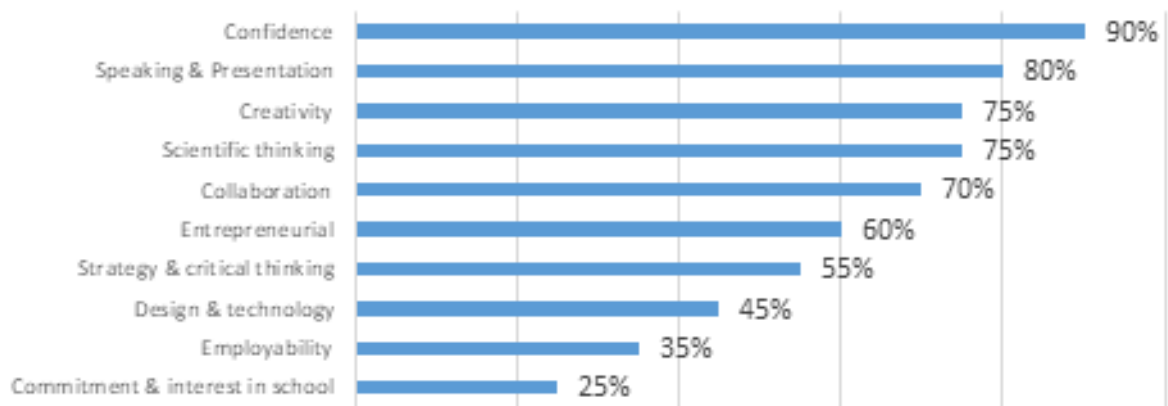
As the programme progresses, teachers become even more positive about the impact on themselves, the school and the students.

All of the teachers involved believe the Big Ideas programme helped their students understand more about the relevancy of sustainability and the role they can play. They also said it supported students across the curriculum and encouraged students to think differently about their future career options.

Teachers also feel the students involved in the programme have developed their confidence and creativity, amongst other skills.

One in four teachers say students' overall interest in school has increased (as shown on graph 3).

Graph 3: Which, if any, of the following skills have you seen developed among the students involved in the Big Ideas programme?



We also acknowledge this year that we have faced some challenges delivering the programme.

Some schools, particularly in Yorkshire, didn't have access to a mentor after the Big Ideas Day. This required the teachers and the S4TP team to provide this mentoring role and, from the teachers' perspective, may have had a negative impact on the teams' progression as they didn't get the same external support or business exposure.

Our South East Programme Coordinator also left the organisation part way through the year. Although the team absorbed this work, we acknowledge that schools and business partners benefit from a dedicated Regional Programme Coordinator who gets to know the teams and mentors. We have a new Regional Programme Coordinator in place for the start of the new academic year.

We asked teachers what made the Big Ideas programme unique. They said:

- Other organisations provide a one-off event whereas S4TP includes follow-up events with support and the competition element gives the students the encouragement to continue
- It allows students the opportunity to work with mentors in the field and also to integrate science with other subjects
- Real-life issues and the fact that they could make a difference
- Offer students the chance to DO something about the future
- One-to-one sessions with industry mentors
- Application of skills to real life
- The prestigious locations of the semi-final and finals
- Personal touch from staff and mentors
- Programme encourages students to aim high!

Impact on schools – mentors

Mentors are crucial to the success of the Big Ideas Programme. This year, 63 mentors assisted the students. In fact, 95% of students who reached the finals say mentors were influential in their development on the programme (61% say very influential) and all of their teachers agree.

Each Big Ideas Day was supported by an average of 3 mentors. 78% of mentors feel that the mentoring of young people experienced through this programme has helped them in their professional life and 74% feel it has helped them in their home or personal life.

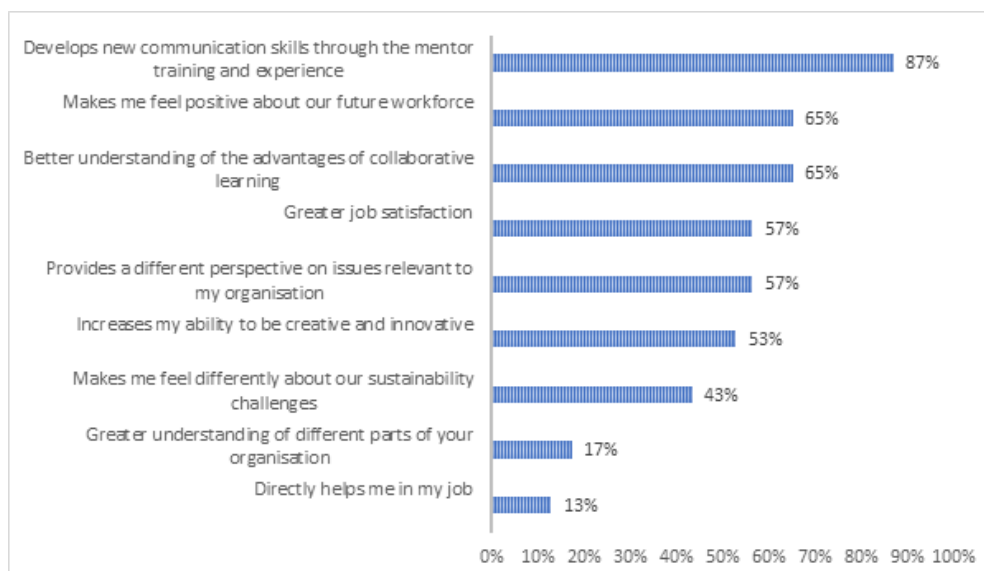
The experience is clearly overwhelmingly positive, with 91% keen to recommend the programme to colleagues and friends, and

63 mentors supported the programme this year

all of the mentors saying that they could see the young people developing key skills through the course of the programme.

Mentors feel that the Big Ideas programme has developed their own communication skills (mentioned by 97% of mentors), collaboration and creativity skills, as well as providing a new perspective on sustainability challenges in their business and amongst the future workforce.

Graph 4: What mentors believe the benefits are to them



We asked mentors to sum up their mentoring experience in three words. The most used words were:

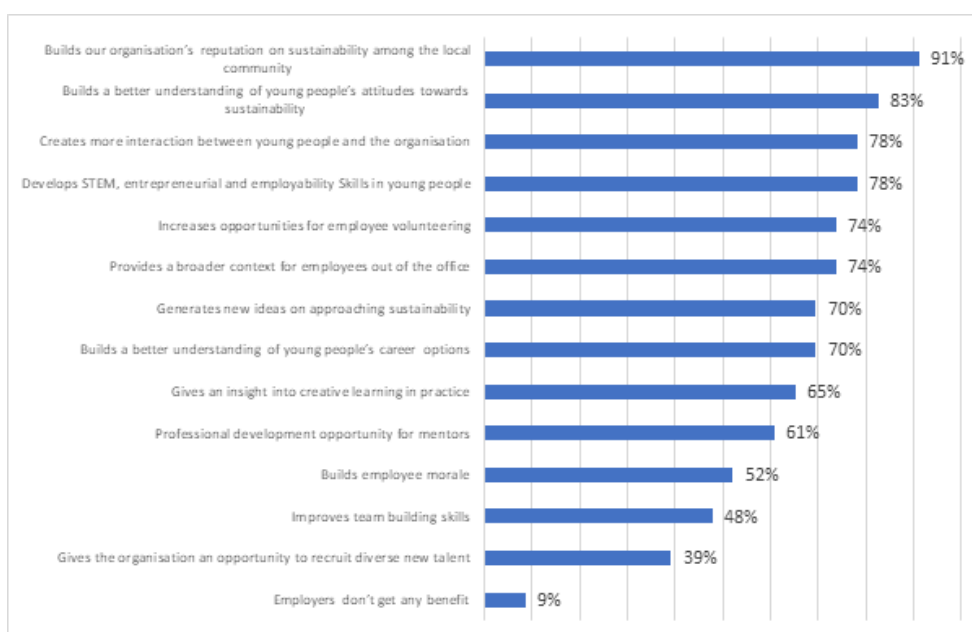
Fun Stimulating **Engaging** Inspiring **Creative** Relevant
Exciting

There is also a gain for businesses who support the programme – aside from the clear impact on the young people involved. 58% of mentors say they feel more positive about their employer as a result of their mentoring experience, and 56% say they are more satisfied in their job as a result of the mentoring experience. Many companies want to increase employee engagement and satisfaction as this is widely known to have a direct impact on retention rates. Therefore these findings are very encouraging to us.

Mentors see the biggest gains for businesses as: enhancing the business's engagement in the local community; building a better understanding of and more interaction with young people's attitudes on sustainability; as well as developing crucial STEM, entrepreneurial and employability skills in young people – skills their companies identify as crucial for the workforce of the future.

“As an employee, it refreshed my sense of creativity and helped me look at projects through a different lens.”
Business Mentor

Graph 5: Benefits the business see from being part of the programme



Stakeholders & Partners

The following companies are our corporate partners



The following organisations have provided grant funding towards the programme this year



Stakeholders & Partners

The following Universities hosted one of our regional Semi-Final events:



Our partnerships & other activities

Throughout the year we also engage with a number of other partners to deliver activities that support our organisational objectives, and enable us to showcase our unique approach and expertise.

Work Experience

As part of our Careers & Enterprise funding, we supported 5 work experience placements at our partner companies, for 15-18 year olds from our partner schools.



Do It For Real

Do It For Real is a two-year partnership we've had with UnLtd since 2015, to support teams in developing and implementing their Big Ideas after the competition final, with small grants. Over the two years we have given £5000 to five teams.



Your Green Future

For the third year running we delivered a workshop at the two-day, Your Green Future event, organised by Severn Wye Energy in the West Midlands.

We delivered the workshop six times over the two days to nearly 250 pupils from schools across the West Midlands.



Our Team

S4TP is committed to developing a learning organisation with an aspiring and inspiring team.

Operationally, Jen Baughan CEO, leads the team of three Regional Coordinators – Jess Mitchell, Sarah Milburn and Charlotte Hosier. This year, Niamh Donnelly also joined the team as our summer intern.

There have been many changes to our Board of Directors, this year with Cathy Richardson-Roberts stepping down and two new Non-Executive Directors joining: Mark Wood, Managing Director of Tarmac's materials business and Nicola Martin, Sustainable Business Services Manager at Groundwork MSSTT. They join both Jen Baughan and Kat Luckock.

It was with great sadness that our long serving Non-Exec Director and Chair, Kevin Schofield, died early in 2017. This was a huge loss for the team both personally and professionally, and Kevin is deeply missed.

The Solutions for the Planet team have

committed to fundraising each year for a Student Bursary set up in memory of Kevin as a way to celebrate and remember his unwavering commitment to the organisation.

This year we have also created an Advisory Board, which will grow and develop over the next 12 months as we invite more people to join. David Wisher and Mark Elton are the first to join and assist us with various aspects of programme and business development. They share their knowledge and expertise in Education and Environment & Sustainability, respectively.

We would also like to say a special thank you for the continued support of Project Rome and Simon Pringle in particular, who has stepped in as interim Chair in Kevin's absence and who we are pleased to announce will be joining our Board of Directors formally as Chair in September 2017.

You can read more about our Board of Directors, Advisory Board and staff team on our website.



Environmental Impact

At Solutions for the Planet we recognise we have an impact on the environment and are committed to proactively reducing this, as well as seeking to continually improve our environmental performance as an integral part of our business strategy and operating methods.

The following is a list of the measures currently in place.

Office, Equipment & Supplies

All staff and volunteers work from home (or in other organisations' premises for events) significantly reducing our environmental impact travelling to work, using additional lighting and heating, or using additional materials. When we are not in our home-offices we ensure all (non-essential) electrical equipment is switched off. All staff and volunteers take care to limit the amount of paper waste they produce and recycle paper waste whether in their home-office or at an event. All our printers are capable of printing duplex (double-sided). This is a minimum standard for future purchases. All printers are configured to use ink saving settings.

We always purchase recycled paper supplies. We have made a conscious effort to purchase our stationery from a social enterprise, to ensure we support this supply chain. We currently purchase our stationary from Supply Shack. Next year, we will also be looking to purchase more green stationery.

All e-mails sent using standard templates include the statement: Please consider the environment before printing this email.

Travel

We encourage all staff and volunteers to use public transport, walk or cycle to work and meetings wherever possible. We encourage car sharing where a car is necessary and have achieved this for the majority of possible car journeys.

We encourage audio/video conference wherever possible to reduce the need to travel. Staff and volunteers are encouraged to work from home wherever suitable and in most cases this is the norm.

Food Waste at Events

Following a question from a student, in 2015, about what we do with food waste at our events, it is now policy for us to ask all venues what they do with their food waste and wherever necessary we encourage venues to 'pass it on' or ensure disposal in a food waste bin.

Trophies

We use a supplier for our trophies who can provide them from a renewable wood and recycled glass source.

Looking forward to in 2017-18

As we reflect on the past 12 months, it's also good to look forward to the next twelve.

With a full team now in place we are looking forward to expanding the programme further in 2017-18, involving over 4000 students in a Big Ideas Day, from 40 schools. With new business partners Arcadis and Mears Group supporting our existing partners we are able to expand the Yorkshire region to become the North England & Scotland Programme, including schools from Glasgow and Newcastle. We are also expanding our South East programme with new schools from Portsmouth.

We're grateful to Tarmac who now support the programme across our three regions. We are also grateful for SGN's ongoing support and request to expand the programme into their footprint in Scotland.

Alongside this growth in the core programme, we will also be looking to increase our understanding of the individual impact the programme has on students; increasing our presence at events where we can promote our impact and develop our next 3-year strategy.

We have also developed an exciting initiative with Climate KIC to be the lead organisation in the UK to roll-out their recently adapted resources for young entrepreneurs, through their Green Innovation in Schools Project.

Please stay in touch by signing up to our newsletter (via our website www.solutionsfortheplanet.co.uk) and by following us on social media.



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