

# Impact Report 2015 - 2016





**Solving big challenges  
needs Big Ideas.**

**Solutions for the Planet  
creates environments that  
bring together experience  
and imagination, inspiring  
new ways of thinking and  
ideas by connecting  
experienced minds from  
business with enquiring  
minds from schools.**

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**“Anyone can change the world! I also would definitely want to work in the STEM field in the future, Solutions for the Planet has inspired me! I think the programme empowers young people and women like us and encourages us to really think big.”**  
**- Vitaliite, Quwwat-UI-Islam School**

# Directors Welcome

Solutions for the Planet has had another exciting year of growth and development in 2015 - 16.



**39%** income

**3,210** young  
people

We launched Solutions for the Planet in the South East, increased our income by more than a third (39%) and had the privilege of working with **3,210** young people from **24** schools and over **70** employees from our **5** partner companies.

Each year the Solutions for the Planet Final seems to excel the previous. This year we had eleven fantastic teams presenting their Big Ideas to tackle a wide variety of sustainability challenges including water scarcity, food waste, recycling, education, cycle safety, renewable energy and energy efficiency. With 77% of student teams wanting to continue working on their Big Ideas from their initial Big Ideas Day.

There were some exciting new additions to the programme as well. With funding from the Do It For Real partnership with Unltd we have been able to encourage and support teams to continue developing or set up their Big Ideas, with small grants of up to £500. To date 11 teams have applied with 8 teams successful in receiving the grant and delivering their project.

With support from the Careers & Enterprise Fund we have also been able to work with our business partners to create new work experience opportunities for 16-18 year olds in our partner schools across the UK, which will continue next year.

Alongside this we recently secured funding from the School for Social Entrepreneurs which will help to build team capacity and business development opportunities.

We have taken some steps to improve our data collection and reporting methods, with increased input from external consultants, which we're very grateful for their support. However, some data is still hard to come by and we are continuing to work with our partners to identify the easiest ways to capture the learning and the impact of the programme on all involved. Needless to say we've highlighted where there are gaps in data throughout the report.

In July we recruited an intern to support with our DIFR programme and have had eight university students and recent graduates supporting the programme as mentors.

Please let us know if you would like to know more, or different information, about the impact of our programme and organisation by emailing [jen@solutionsfortheplanet.co.uk](mailto:jen@solutionsfortheplanet.co.uk). Your comments and suggestions are always welcome.

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 & Kat Luckock



**“The S4TP programme is an innovative and inspiring programme which is clearly bringing out the best in students as well as coming up with some amazing ideas.”**

**- Jo Shore, Balfour Beatty**

# About Solutions for the Planet

## Solutions for the Planet is a Social Enterprise.

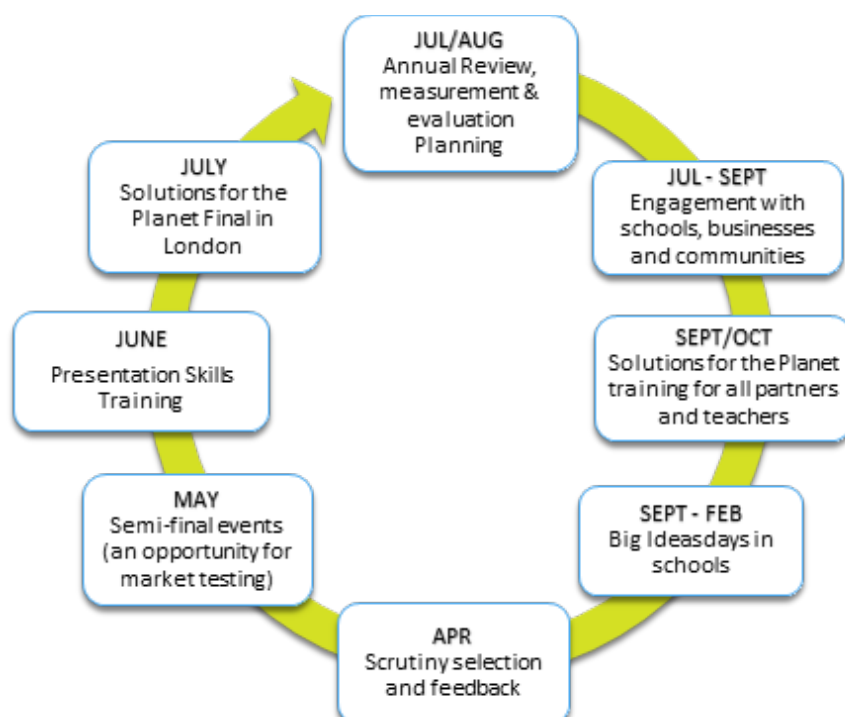
Social enterprises trade to tackle social problems, improve communities, people's life chances, or the environment. They make their money from selling goods and services in the open market, but they reinvest their profits back into the business or the local community. And so when they profit, society profits.

## Solutions for the Planet exists to:

- innovate sustainable and entrepreneurial solutions to environmental and societal problems, led by young people
- inspire young people to consider education, training and career routes in STEM and the green economy
- support education for sustainable development in schools, communities and business
- enable partnerships with business for innovation and creativity

Currently we deliver on these aims primarily through our core education programme, in partnership with secondary schools and businesses. We also deliver other services and programmes to achieve our aims, which are also described throughout this report.

## Annual Engagement Cycle



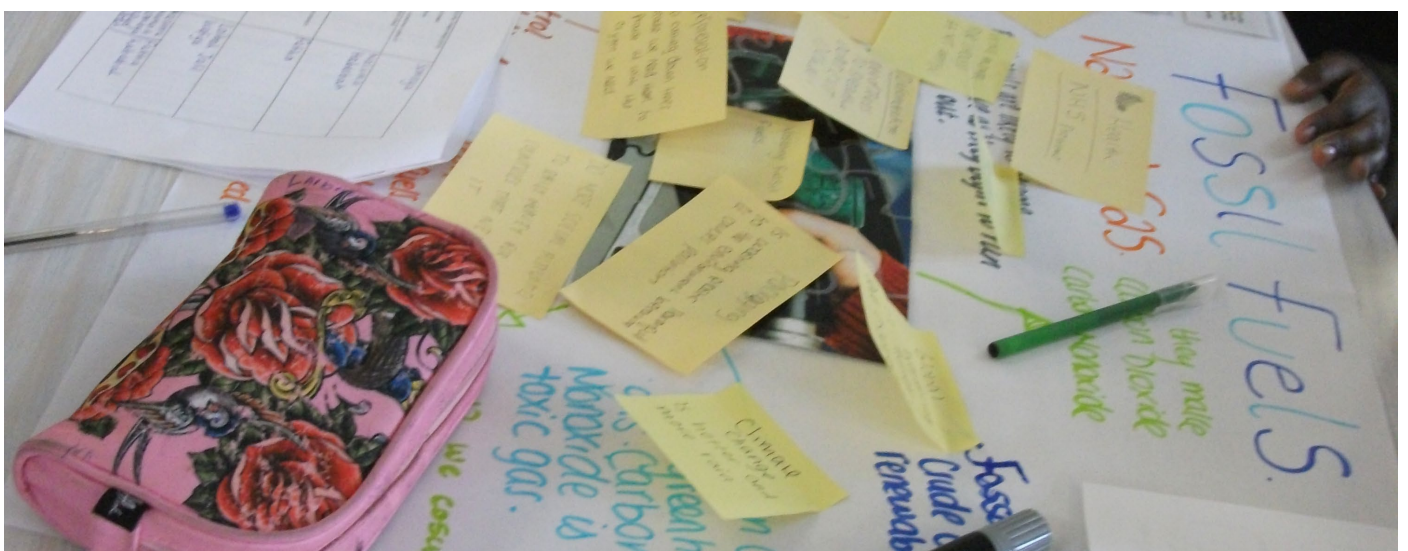
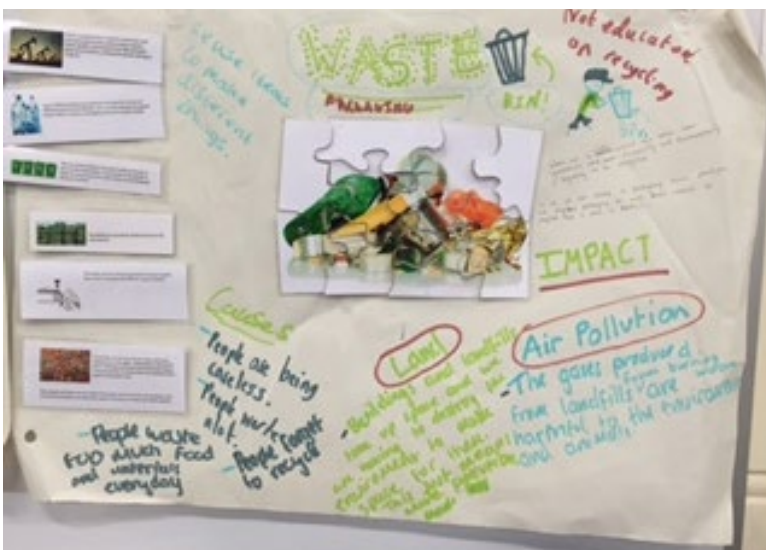
# About the Programme

The Solutions for the Planet education programme, is a 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.

This year finalists designed products, services and campaigns to help tackle air pollution, water scarcity, landfill waste, literacy, food waste, cycle safety, renewable energy and energy efficiency – rarely is there an opportunity to hear about so many brilliant ideas covering such a diversity of issues.



# Output in Numbers

**642** Big Ideas generated

**106** Big Ideas submitted

**243** students participated in one of 6 semi-final events

**79** mentors were trained during the year

**19** teachers trained during the year

**240** students achieved a Bronze CREST Awards

**1,100+** hours contributed to the programme by mentors

**74%** said they understand more about engineering, as a result of attending a Big Ideas Day

**68%** wanted to find out more about jobs in STEM, as a result of attending a Big Ideas Day

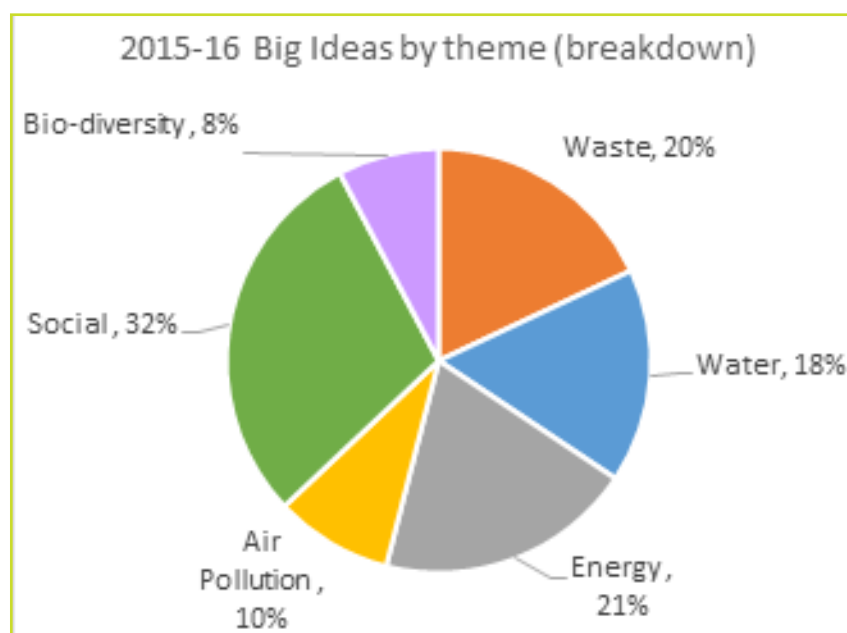
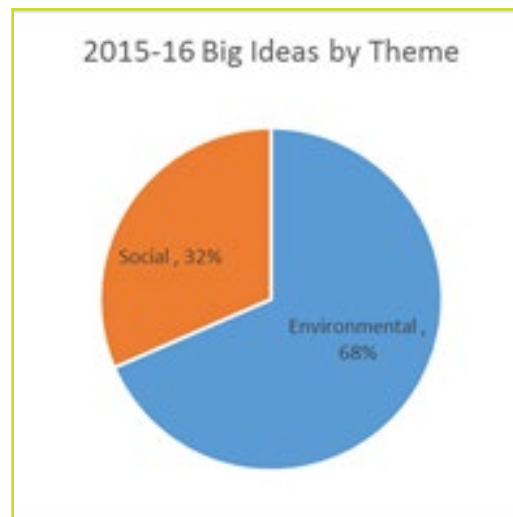


# Social Impact

## Summary of Finalist Big Ideas

Big Ideas Days, where **more than 600 Big Ideas** were generated with **106 teams** submitting their Big Ideas to the competition in March 2016.

The graph shows the diversity of Big Ideas submitted at this first stage of the competition, by theme. The majority of students unsurprisingly pick an environmental problem to tackle as these are the themes we focus on. Many of them fall in to one of our priority categories of **energy** (21%), **water** (18%) and **waste** (20%), however a number of other areas are chosen by students.



# Overview of Big Ideas Finalists

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

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. We have done more than ever this year (not least with Do It For Real) to support teams to set up their Big Ideas, to ensure this bigger and wider impact.

Some examples include:



**Vitalite**, the winners at the Finals, had already secured 500 pre-orders of their water bottle for cyclists when they arrived at the Finals in July. Now they have been given a DIFR Award we look forward to seeing the wider impact of their Big Idea, as they donate profits



**Re-Read** raised £800 and collected 500 books at their “book-bake sale” before the Finals in July. They will forward the donated books to Books2Africa, so other schools and children can benefit from their no longer used books.



**SmartBin** believe they could save their local council 35% travel time, collecting waste each week if their SmartBin sensor was implemented across Council bins.



Like many of the teams, **Thermofield** received positive encouragement for their idea, from Dr H S Rajamani, Head of Energy & Smart Grid Research at the University of Bradford: *“Energy for cooking is a significant user of energy not only in the UK but also in developing countries, and is now a global societal issue in order to protect the environment and also the health of the people. The students have shown innovative ideas to help solve a global societal challenge, the issue of providing clean cooking to billions of people.”*



If you think you could support one of the Finalist teams listed in the table, please email [jen@solutionsfortheplanet.co.uk](mailto:jen@solutionsfortheplanet.co.uk)

The following table provides an overview of each Big Idea that progressed to the Final in 2015-16

<b>TEAM NAME</b>	<b>SCHOOL</b>	<b>REGION</b>	<b>BIG IDEA</b>
<b>Re-read</b>	Plashet School	South East	A school based book recycling campaign, to give a second life to books and help literacy education in other parts of the world
<b>Vitaliite</b>	Quwwat Ul Islam Girl's School	South East	Illuminated water bottles to assist cycle safety and alleviate water poverty by donating its profits to charity
<b>Synergie</b>	Plashet School	South East	An app controlled, energy-efficient multi-plug adapter to help people reduce electricity use in their home
<b>Smart Bins</b>	Longfield Academy	South East	A bin with a sensor to alert agencies that it needs emptying, in turn reducing waste on streets and carbon emissions from waste collections
<b>Kinetic Kase</b>	Pedmore Technology College	West Midlands	A phone charger powered by kinetic energy, ideal for camping and festivals
<b>E-Waste</b>	Alderbrook School	West Midlands	An adapted food waste bin, which helps householders track which foods they waste most, in order to help them reduce it
<b>Many Menus</b>	Heath Park School	West Midlands	An App giving information about food portion sizes, recipes and creating personalised 'shopping routes' in store
<b>Hydro-Lock</b>	St Bede's & St Joseph's Catholic College	Yorkshire	A new product using Sodium Polyacrylate pellets in soil to retain water for longer. A social enterprise where some product is sold for profit, enabling other product to be donated where most needed
<b>Thermofield</b>	Dixons City Academy	Yorkshire	A product combining electromagnets and solar power in a camping stove, using renewable energy
<b>Electrobreeze</b>	Tong	Yorkshire	A project to build a wind turbine and education centre at school to teach children about renewable sources of energy such as wind power
<b>Aqua Lock</b>	Alderbrook School	West Midlands	An app connected to a device fixed on the water meter which measures your usage, calculates savings over time and allows you to choose where your savings are donated

# Diversity

One of our priorities at Solutions for the Planet is to increase the diversity of people attracted and going in to STEM related careers, in energy, utilities, construction and manufacturing. In particular more young people, women and people from black and ethnic minorities.

As such we have started to monitor the diversity of students participating in our programme. Of the 11 schools we were able to collect data from, 73% of students were female and 27% were male (this includes 4 girls' schools).

55% students were from black and ethnic minority backgrounds, 15% of students speak English as a second language<sup>4</sup> and 11% had special educational needs<sup>5</sup>.

## Lesson Learnt:

We will work with participating schools to ensure a higher return of diversity monitoring data in 2016-17, so we can better measure the impact of our programme.



# The Programme

## Activities, Impact & Lessons Learnt

We collect feedback throughout the year from all our participants, including young people, teachers, business mentors, judges. This section of the report reviews the feedback from each stage of the programme: Big Ideas Days, mentoring in schools, the semi-finals and the Final. Followed by case studies from the programme.



## Lesson Learnt:

We have struggled to measure the distance travelled by students who progress throughout the programme, from one stage to the next. For 2016-17 we have recruited an external advisor to help with our data collection methods, and in particular how we can measure the specific learning and distance travelled by students participating in the programme.

<sup>4</sup> Data from only 18% of participating students in 10 schools

<sup>5</sup> Data from 40% of participating students in 11 schools



**“I enjoyed thinking of problems around the world for us to solve and working as a team”**

**“We need to work together to solve the worlds’ problems”**

**“It’s never too late to fix mistakes”**

# The Big Ideas Day

## Student Learning

Students are asked to complete a short survey after the Big Ideas Day. This year we collected 2367 feedback forms (72% response rate)<sup>6</sup>. The following feedback was collected<sup>7</sup>:

**76%** found it enjoyable

up from 70% last year

**89%** said it was clearly explained

up from 75% last year

**84%** know more about how to set up a business explained

up from 67% last year

**56%** would like to find out more about job opportunities in the energy, utility and construction sectors

up from 49% last year

**84%** found it interesting

up from 74% last year

**74%** understand more about engineering

up from 60% last year

**68%** would like to find out more about jobs using STEM

up from 61% last year

**86%** understand more about sustainability and how they can make a difference

up from 69% last year

**77%** said their team was going to continue with their big idea e.g. demonstrating motivation to continue

up from 61% last year



<sup>6</sup>The discrepancy is due to us not being able to collect feedback forms from all students on Big Ideas Days, it is also possible not all forms were handed in to the S4TP team. This is still a 72% response rate

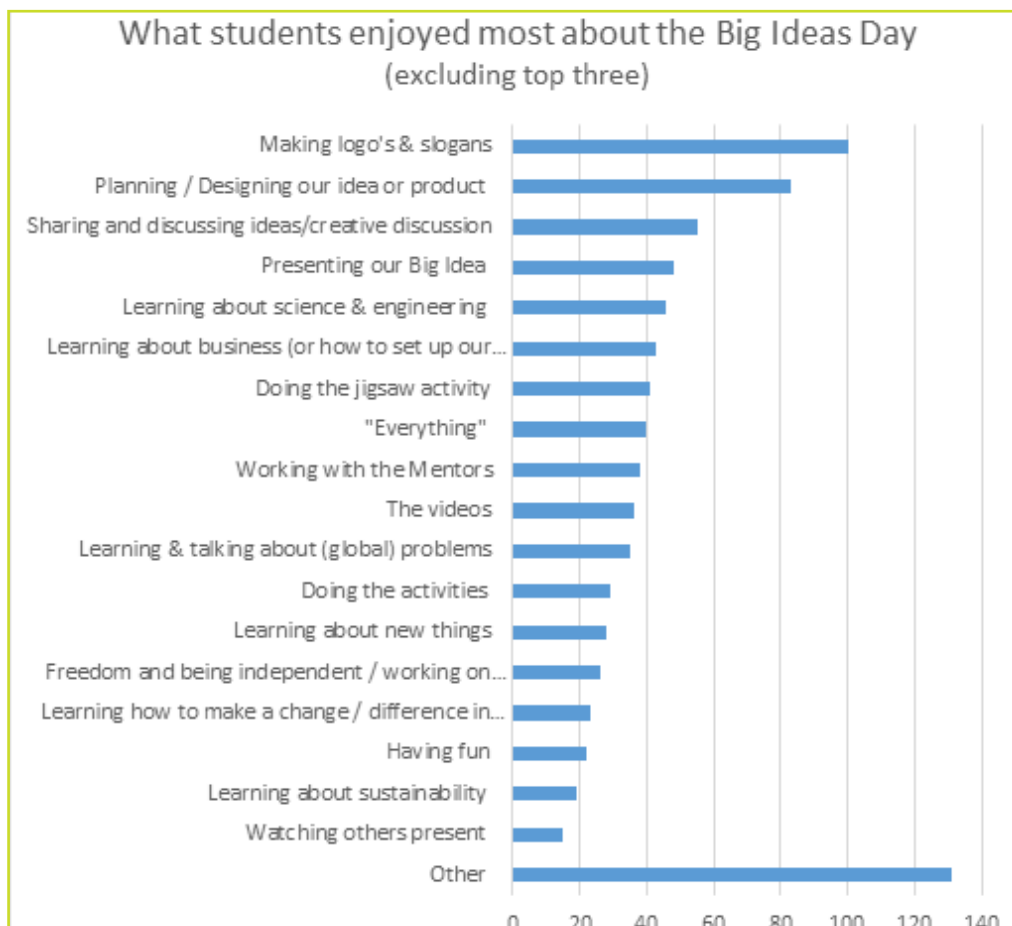
<sup>7</sup>Notably not all 2367 students completed each question, so the base number fluctuates slightly for each response

## What students said they enjoyed most about the day:

76% of students said they found the day enjoyable, but we also ask students to tell us (in their own words) what they enjoyed most about the day. **The top three responses were:**

- 1) **The opportunity to think about solutions and creating their Big Ideas**  
(513 referred to this)
- 2) **The activity of making the posters, drawing or writing about their idea**  
(466 referred to this)
- 3) **The opportunity to work with friends, working as part of a team or learning about teamwork through the activities**  
(400 referred to this)

The graph below shows the other responses students provided to this question. Many students refer to specific activities of the day, but others express additional things such as the opportunity to discuss and share ideas; working with mentors; learning about new things or problems they weren't previously aware of; the freedom to work independently on their teams project; and learning how to make a change in the world.



# What they learnt

At the end of the Big Ideas Day we ask students to complete the sentence **“Today I met Solutions for the Planet and learned...”**

We received a wide variety of responses but the most common included references to:

- ...how to set up a business or become an entrepreneur
- ...about engineering or what engineers do
- ...how I can make a difference, or “I/we can make a difference”
- ...about the many local and global problems and how we can solve them
- ...about sustainability
- ...how we can improve our environment (or “Save the world”)
- ...how to work in a team and collaborate

In addition to mentioning the various problems the students learn about as part of the Big Ideas Day (such as climate change, renewable energy sources, fossil fuels, water scarcity, air pollution, waste, and littering), some students also referred to learning about the following outcomes:

- ...about different jobs and businesses
- ...how to design a product
- ...how Earth works / about the environment

These are demonstrated by some of the comments below, **“Today we met Solutions for the Planet and learnt....”**

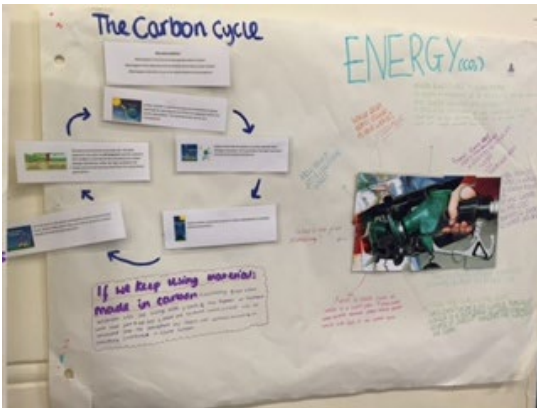
**“...how our ideas can be used to change the way things work”**

**“...how different businesses help the environment”**

**“...we need to work together to solve the world’s problems”**

**“...what it takes to be an entrepreneur”**

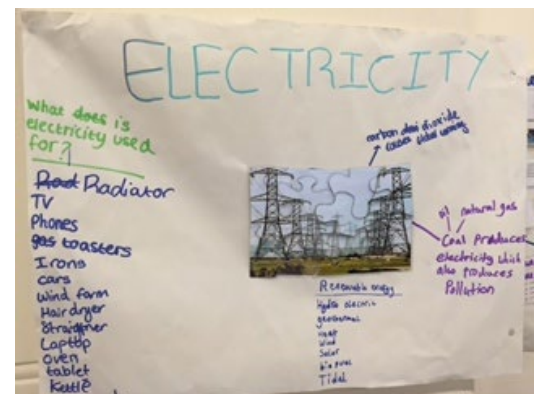
**“...our planet is precious”**



**“...if you try you can make a change – be brave!”**

**“...the importance of STEM and its uses within our environment”**

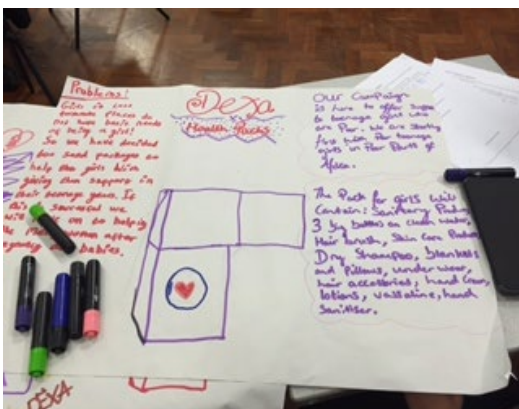
**“...that in business, teamwork is needed for success”**



**“...your imagination can go far. I really enjoyed meeting the S4TP staff and working on the Big Ideas”**

**“...about sustainability and how I can make a difference. I’ve become more confident”**

**“...about engineering and business and how we can make a change for the future”**



## What teachers say

Overall, we're very pleased with the feedback from teachers at the Big Ideas Days<sup>8</sup>. Of those who responded to the survey (n=10):

- **100%** of teachers who attended training said it adequately equipped them for the Big Ideas Day (in terms of organization and delivery within the school)
- **100%** of teachers rated the S4TP organization and communication of the Big Ideas Day as **good** or **excellent**



**“It was great to see the students outside of normal lessons getting enthusiastic about ideas they had come up with themselves”**

**“Really good day, enjoyed by the year group”**



**“Through the process of the programme, students develop a wide range of skills such as leadership, project management, financial planning, communication and presentation skills”**

### Lesson Learnt:

Group sizes up to 150 students work best for schools. In 2016-17 we will encourage schools to have Big Ideas Day with up 150 students (rather than 200, as we have done in previous years). This may require some schools to have additional Big Ideas Days, which we will therefore have to be flexible about.

# What mentors say

Mentors attended all but one of our Big Ideas Days in schools this year, a huge achievement and significant development of the programme. In Yorkshire where business mentors were limited we trained eight university students to volunteer as Mentors on the programme.

- **94%** of mentors surveyed said the training adequately equipped them for the Big Ideas Day
- **95%** of mentors surveyed said the organisation and communication of the training was **good** or **excellent**

There were a lot of very positive comments from the mentors when asked about their overall experience of the Big Ideas Day:



**“It was the best experience I ever had, felt great that I can contribute my help towards mentoring young children and they had lots of ideas and fun at the same time”**

**“I thoroughly enjoyed the day and thought it was great to see the students enthusiastic about the wide range of issues they chose to tackle”**

**“It was a great experience, especially seeing all the kids getting involved and coming up with some great ideas, it was well managed and it was rewarding to see the young people actually asking us mentors for our thoughts and advice”**

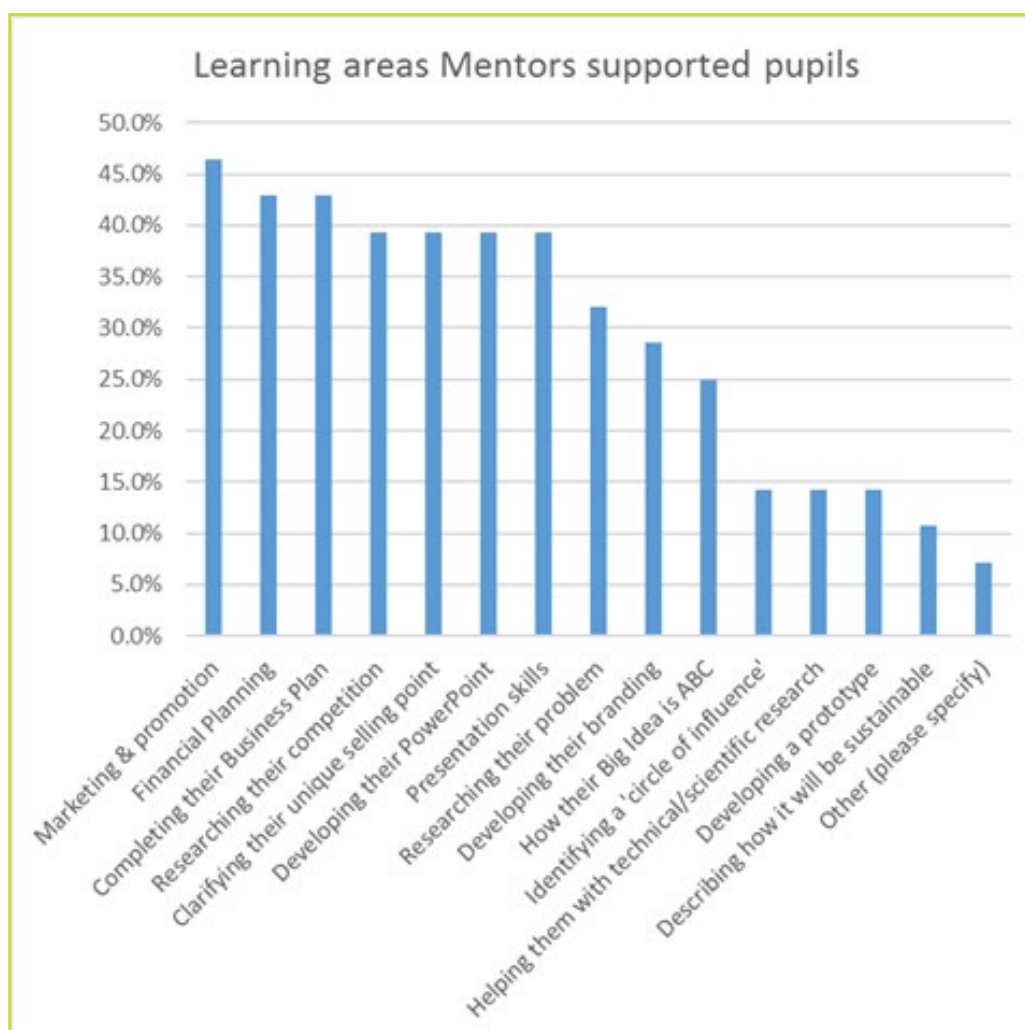
# Mentoring in schools

Our business mentors support teams of students at the Big Ideas Days and afterwards in development sessions held at school. These usually take place during lunch times or after school for 1-2 hours.

This year over **70** mentors supported **over 100 teams** after the Big Ideas Days. After each development session a mentor attends we ask them to complete a short survey about their experience. **13** mentors completed the survey after one or more sessions they attended. On average each mentor volunteered for **3 hours** at each mentoring session they attended (including travel time to and from the school).<sup>9</sup>

Mentors can support up to 5 teams (20 students) at a mentoring session.

Mentors support teams in a variety of areas at the mentoring sessions, with the overall aim of supporting teams to develop their Big Idea and present it in a Business Plan and PowerPoint presentation. The graph below shows the areas mentors provide advice and support in.



<sup>9</sup> We don't include travel time in the other mentoring hour figures. Notably mentors travel for up to an hour to and from a school, as part of their mentoring commitment



**“It was great to see the energy and enthusiasm from the pupils,  
[it] makes giving my time up worthwhile”**

# Semi Finals

**“we need to take care of our planet”**



**“if you put your heart into it, it can be achieved”**



**“there is so much here to learn about the world and find solutions to”**



# University Semi-Final Hosts

Six semi-finals, two in each region, took place this year. These events were kindly hosted by the following universities throughout May:



Each university provided a tour of their campus including access to the halls of residence, study areas and lecture rooms, led by Student Ambassadors.

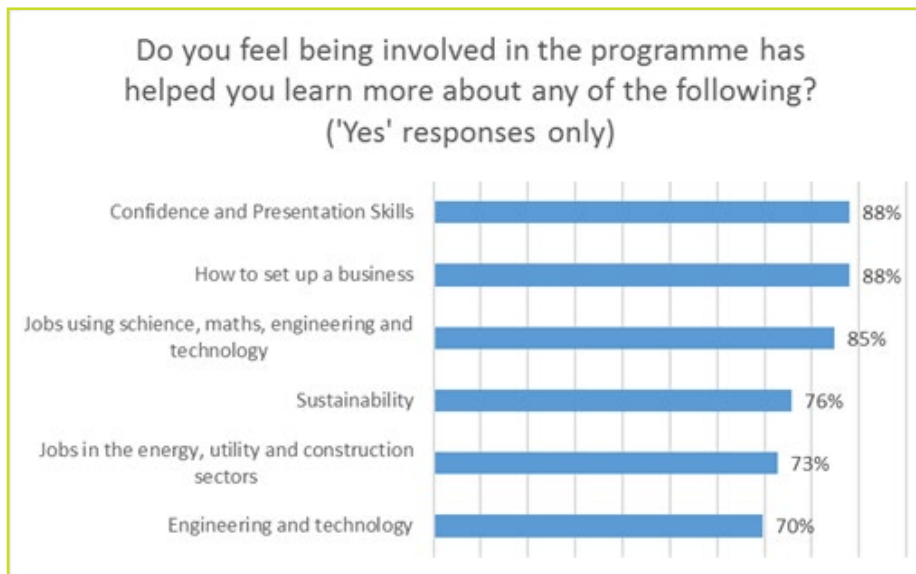
**243** students, from **62** teams, participated in these six semi-finals.



# Finals

As in previous years the competition final was held at Portcullis House at the Palace of Westminster, London. It was hosted by Emma Reynolds MP for Wolverhampton and co-hosted by Rt Hon Hilary Benn MP and Imran Hussain MP.

We asked students competing at the Finals what they felt they had learnt as a result of participating in the programme, the graph below shows the responses.



Not surprisingly there is significant distance travelled between students who have participated in a Big Ideas Day and those who progress to the end of programme competition.

At the Big Ideas Day **68%** of students wanted to find out more about jobs using STEM, by the competition final in July, after months of mentoring and development of their Big Idea projects, this increased to **85%** of students who were still participating in the programme.

Similarly, the proportion of students who want to find out about jobs in energy, utility, construction and manufacturing sectors increases from **56%** to **73%**.

These statistics reflect other research which shows more prolonged engagement with employers increases awareness and interest in working within that particular sector or industry. We are therefore keen to support as many students as possible to continue working on their Big Idea to submission and semi-final stage.

## Lesson Learnt:

We did not collect baseline data of students before they attended the Big Ideas Day. In 2016-17 we will collect a baseline from participating students at the start of the Big Ideas Day so we can measure the distance travelled, from before participation.



**“I think S4TP programme is amazing... has taught me in many ways how to set up a business...is a great way to develop business skills”**

**- Synergie, Plashet School**

# Overall programme

## Teacher Feedback

We asked all Lead Teachers who participated in the programme to complete a survey about their overall experience of participating in the programme, and benefits for pupils and the schools. 12 teachers from 10 schools completed the survey.<sup>12</sup>

The Table below shows the responses to the question: Which of the following outcomes do you feel the programme delivers for your school? Where response rates were over 50%

Encourages curiosity, enthusiasm and builds learning power	<b>92%</b>
Improves team working skills of students	<b>83%</b>
Opportunity for cross curricula learning on society, the economy and the environment	<b>83%</b>
Increases students' ability to be independent learners and creative thinkers	<b>75%</b>
Increases students' self-confidence	<b>75%</b>
Extends the Key Stage 3 curriculum	<b>66%</b>
New relationships and networks developed with local employers	<b>66%</b>
Increased awareness of career opportunities amongst students	<b>58%</b>
Links to the Key Stage 3 curriculum	<b>58%</b>
Increased collaboration with local employers	<b>50%</b>

### Lesson learnt:

We need to improve our communications and demonstrate more clearly with teachers about how the programme improves employability skills of students, raises students aspirations and how it extends previous knowledge, skills and understanding of students. As less than 30% of teachers said they saw these as outcomes of the programme.

<sup>12</sup> 42% of participating schools

Teachers made the following comments to the question **What specific learning have you noticed amongst students participating in the programme?** Their responses included:

**“Students have developed their understanding of enterprise and have enhanced their confidence in presenting in front of others”**

**“They have definitely improved in confidence and have been able to work with companies, which have opened their eyes to different career paths they can go in to”**

**“More independent learning, more self-confidence”**

**“Increased awareness of sustainability”**

**“Writing business plans, research skills, sending emails and talking to professionals on the phone”**

**“Teamwork”**

When asked to compare the Solutions for the Planet programme with other programmes the school participates in, **two-thirds of teachers** said S4TP was much better as:

- a way to increase knowledge of entrepreneurship
- an opportunity to collaborate with local employers
- a way to increase knowledge of sustainable development, and as
- a way to apply knowledge of Science, Technology, Engineering and Maths

50% said we were about the same in terms of quality, value for money and as an opportunity to increase attainment. Three-quarters said we were about the same in providing a learning opportunity for teachers and school staff.

# What teachers say about the programme

**“A fantastic way to get students working on a project that has an outcome. Being able to present in front of a panel is a nerve wracking experience, but time and time again the students just step up and prove themselves.”**

**- Heather Stone, St Bede’s & St Joseph’s Catholic College, Bradford**

**“It’s an opportunity to work with other departments in the school. It will give the students the opportunity to work as a part of a team and then to present their ideas confidently to their peers and to a panel of judges. The students will develop research skills and learn how to speak to other Teachers and Business Leaders.”**

**- Ann English, Plashet School, London**



**“The programme will help students develop skills that can’t be developed inside the classroom. It develops independent learners, providing them with opportunities that they will not get on the current curriculum.”**

**- Debbie Vickerman, Dixons City Academy, Bradford**

**“A very well organised and supported programme that has inspired our students to vastly expand their understanding of enterprise and the environment.”**

**- Simon Ford, Tong high School, Bradford**

**“For an independent, Islamic school It has definitely shown that they really have a voice in making our planet a better place and highlighting that girls working in the STEM field is truly rewarding.”**

**- Teacher at Quwaat Ul Islam School, London**



# Big Ideas Finalists



# Business partners

## What the partners say about the programme




“In order for SGN to deliver against its community strategy on STEM (science, technology, engineering and mathematics) we needed to establish a partnership with an external organisation who were able to demonstrate their capabilities in this area. Following extensive research SGN entered into a partnership with Solutions

for the Planet in 2015 to develop, deliver and project manage the community engagement programme with young people, aged 11 – 14 through secondary schools in the South east. Our first year has been a resounding success meeting our preset aims and objectives.” - **Pamela Goe, Head of Community at SGN**

We are passionate about supporting young people to learn and develop skills for life that will be incredibly valuable for their futures. Working with Solutions for the Planet in the West Midlands is a great opportunity for mutual learning, creating fresh ideas and providing young people with real-life business experience whilst giving them an insight into the incredible breadth of career opportunities on offer in our industry.” - **Dr Martyn Kenny, Sustainability Director, Tarmac**



BRAMMER   
**H** Buck & Hickman

“[We’re] delighted to support Solutions for the Planet this year, and even more so to engage, develop and mentor such vibrant young people in their pursuit of innovative solutions for the environment. Sustainability is an increasingly important factor within businesses, and observing young people coming forward with innovative big ideas was truly rewarding. I was impressed by the creativity and quality of plans demonstrated by every one of the teams, this process can only be encouraging for British business as well as the environment.” - **Caroline Nash, Managing Director and Judge at 2015 Finals**

“With the national shortage of skilled engineers in this country, having children of this age to think about key issues affecting our world today, is a great step in getting them involved in STEM subjects at an early age which hopefully will encourage them to become our engineers, innovators and managers of the future.” - **Sarb Bajwa, CEO, Institute of Gas Engineers and Managers**



# Impacts for business

We asked mentors whether they had seen any of the following changes for themselves, amongst colleagues or across the organisation as a result of their company participating in the programme.

More than **60%** of mentors said they had **improved working relationships**, personally, from participating in the programme. And more than **40%** of mentors said they observed **improved working relationships** amongst other colleagues, as a result of participating.

**48%** of mentors said they experienced **greater job satisfaction; more motivation and enthusiasm; and a greater understanding of their business commitments to sustainability, as a result of participating in the programme.**

A **third of mentors** observed their colleagues **feeling more part of a team**, from participating in the programme.

At the end of each programme year we ask mentors to reflect on the learning they've gained from participating in the programme.

**80%** of mentors said they **improved their listening skills**. More than **70%** of mentors said they **developed their mentoring and coaching skills**. And more than **60%** of mentors said they **developed their verbal communication and facilitation skills**.

Some of the comments from mentors, supporting their responses:

**“Overall I think that my working relationships with other departments and colleagues was **greatly enhanced** as we are all working at the same level on the same project to achieve the best outcome. All colleagues brought something different and it was **great to learn from them.**”**

**“**One of the best things I've done all year.** Learning and development from the mentoring process goes both ways and the girls have inspired me with their refreshing and positive attitudes.”**

**“This process has made me realise that I have more to offer, it has also **made me appreciate the great opportunity I have within Tarmac Group.**”**

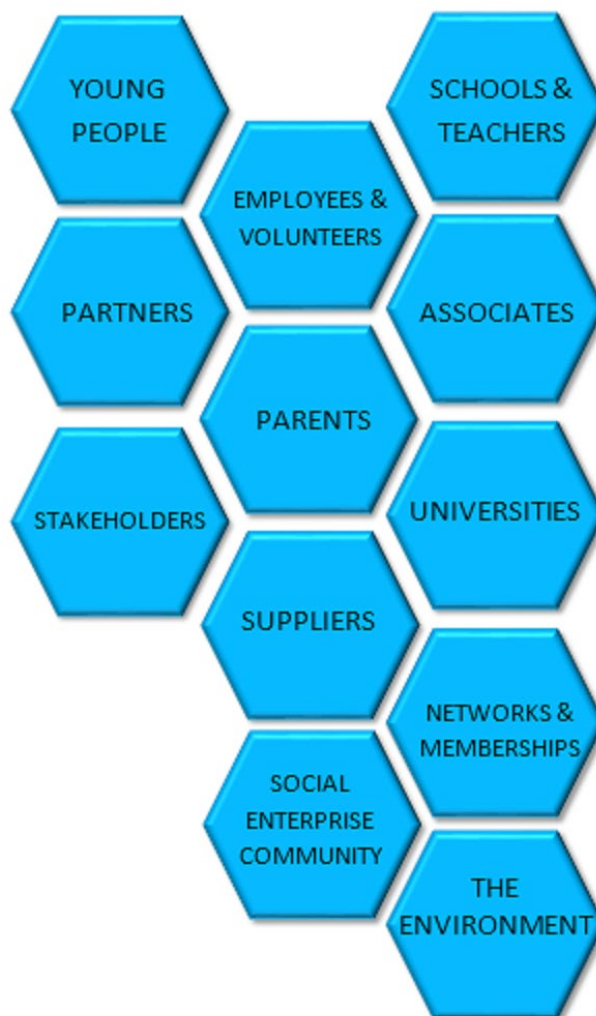
**“I would say that seeing and listening to the students’ ideas and thought-processes, it has probably **encouraged me to think outside the box** and not to be afraid of taking a risk or two.”**

The Table below shows mentor responses to the question: **Has participation in the programme enabled your business to meet the following objectives?**

Enable and increase employee volunteering	<b>100%</b>
Build trust, improve brand reputation and raise awareness	<b>90%</b>
Raise awareness of career opportunities for 11-14 year olds	<b>90%</b>
Networking opportunities within & across different industries	<b>86%</b>
Staff Development	<b>86%</b>
Increase the opportunity for greater uptake of apprenticeship / graduate schemes	<b>81%</b>
Increase creativity and innovation amongst employees	<b>81%</b>
Increase understanding of sustainable development and how it relates to your business	<b>81%</b>

# Stakeholders

We believe it is important to consider the impact we have on a wide range of stakeholders – people, communities and societies at large – we do our best to increase our positive impact and decrease any negative impact.



# New Developments / Projects

We aim to extend our core programme and competition, continuing learning for young people who participate, as well as offer other opportunities and services for businesses, schools and young people. In the last year some key highlights have included the following.



A British Science Association programme

This year we awarded **240 CREST Awards** to all the students who participated in the Semi- Final. Solutions for the Planet are an accredited 'link scheme' of the CREST Awards. CREST Awards recognize success, and enable students to build their skills and demonstrate personal achievement in STEM project work. Bronze CREST Awards are typically undertaken by 11-14 year olds and entail a minimum of 10 hours' project work. They can be used towards UCAS applications and therefore provide a nationally recognised accreditation for our programme. We would like to thank our business partners who have covered the cost of the CREST Awards for all semi-finalists this year. This is a significant contribution of £1,200 in total.

We were successful in securing a partnership with UnLtd on their **Do It For Real Programme** (supported by Comic Relief and Spirit of 2012). This has included £10,000 cash which we can Award to teams who want to set up and deliver their Big Idea as a social action project or social enterprise. Teams can apply for up to £500 initially as a Test It Award, and if successful also receive ongoing support for six months from the S4TP and mentors to establish their Big Idea. To date eight Awards have been given to teams.

DO IT FOR REAL



COMIC RELIEF

UnLtd

THE CAREERS &  
ENTERPRISE  
COMPANY

As part of our Careers and Enterprise Company funding, we've committed to working with our business partners to create twelve new **work experience opportunities** for 15-18 year olds over the next 18 months. In July 2016, SGN provided one student from Longfield Academy the opportunity to work with them for one week. We will report on the other work experience opportunities on our website and in next years report.

# New Developments / Projects

In March 2016, **Your Green Future** in Solihull (organised by Severn Wye Energy) asked us to deliver their Your Construction Future workshop at the two-day conference for 11-18 year olds. Over the two days we delivered the workshop 7 times to over 400 students from schools across Solihull. The workshop challenged students to design a new play area/ park within a strict brief whilst considering the environmental impact of different building materials.



We were also pleased to present at **edie's Sustainability Live 2016 conference** in Birmingham, and the **Sustainable Best Practice Exchange** in Harrogate this year about our work and the importance of schools and businesses working together for mutual benefit.

## Operations

### Our Team

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

Our non-executive team is made up of four Directors: Jen Baughan, Kat Luckock, Cathy Richardson-Roberts and Kevin Schofield. Jen and Kat also take on the Executive role of managing the company. This year we have employed an intern on the living wage and trained five university students as mentors.

By October 2016, three new Regional Project Coordinators will be in post to support the programme in each region. Unfortunately, Kat Luckock will be leaving her paid role as a Director in August 2016, but will remain as a Non-Executive Director.

Find out more about our 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 the office 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 the office, at home or at an event. All office 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. Solutions for the Planet only uses suppliers with similar principles with regards Environmental Protection.

All e-mails sent using standard templates include the statement: Save a tree...please don't print this e-mail *unless you really need to*.

### 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 75% 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 source.

# Progress Made

In last year's report we committed to the following. The table below outlines the progress we made and explains some of the challenges we faced:

Commitment	Progress
Measure the number of journeys made by vehicle type, including distance travelled so we can measure our carbon dioxide emissions by travel	We have car shared 75% of possible car journeys. However, specific measures including distance travelled have not been measured. We are looking in to a process for doing this, via our expense claim form (which already measure mileage).
Measure the number of video / conference calls we make instead of journeys to meetings and therefore the amount of carbon dioxide emissions saved	We have increased the number of video/ conference calls as a remote team for weekly team meetings and updates with partners. We haven't collected data on this though. In future this will be tracked monthly the teams' calendar.
Identify social enterprise suppliers for stationary and printing products wherever possible	Most stationary and printing products are supplied by Office Shack, a social enterprise. We will continue to explore further opportunities to work with social enterprise suppliers.

# Looking Forward to 2016/17

Year on year, young people and their business mentors continue to wow us with their inspirational ideas and creative partnerships, sharing and developing skills and knowledge to shape a more sustainable future and 2016/17 looks set to be another fantastic year.

The team at Solutions for the Planet are excited to be extending our partnerships with up to 30 schools in the academic year 2016/17 across our three operating regions: Yorkshire, West Midlands and the South East. We are delighted to be continuing to work alongside Brammer, Buck & Hickman, the Institute of Gas Engineers and Managers (IGEM) and SGN. Also Tarmac, who support the programme in both the West Midlands and the South East.

We were sad to say goodbye to Kat Luckock in her operational capacity at the end of August. Kat's involvement at Board level will continue as we move into the next phase alongside myself as newly appointed CEO. Since August, we have recruited three Programme Coordinators who will be supporting the programme on a regional basis: Jess Mitchell in Yorkshire, Sarah Milburn in the West Midlands and Razali Samsudin in the South East. They bring a wealth of experience and we're delighted to welcome them into the Solutions for the Planet family. We're relaunching our website in October with new features such as a calendar of events for easier mentor sign up, teacher, student and mentor profiles and case studies. We will be continuing to grow our social media presence.

With support from the Careers and Enterprise Company alongside our existing corporate partners we are extending our reach with the core Big Ideas Programme, creating 12 work experience opportunities for students in our participating schools and conducting an external evaluation of the programme and how we report on our impact.

We will be continuing to work with UnLtd as a delivery partner on their Do It for Real programme, awarding eligible teams from our programme financial support to continue working on their Big Idea business once the competition has concluded. The School for Social Entrepreneurs has also awarded Solutions for the Planet on their prestigious Lloyds Bank Scale Up Programme. More information about all of these partners and programmes can be found on our new website.

Our main priority this year is to secure the sustainability of Solutions for the Planet in our existing regions. Once this has been achieved we will be look to expand our regional footprint with regions already muted including Scotland, East Midlands, South West and others, so make sure that you sign up to receive news updates through our new website.

It looks set to be another year to remember.

Jen Baughan

Chief Executive Officer  
October 2016

