



IMPACT REPORT

Sept 2024 to July 2025



**THE GREEN BRITAIN
FOUNDATION**



The Ministry of Eco Education empowers educators to embed sustainability into everyday teaching. We curate the best free resources and opportunities from hundreds of organisations, bringing them together in a clear, holistic framework. Our cross-curricular learning journeys, mapped to the national curriculum and designed for all age groups, provide teachers with the ability to guide students through big questions that matter. Rooted in the expertise of people and organisations working to create a greener Britain, our approach is intended to help schools nurture the next generation to achieve a green Britain.

We have a **vision of an education system where every school educates for a green future.**

We are on a **mission to support every teacher to weave sustainability across their curriculum.**

MEE is funded by the Green Britain Foundation.

With funding support from TLT LLP.



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FOUNDATION**



Key Achievements - Sept 2024 to July 2025

68 Learning Journeys

400 Organisations Resources & Opportunities Weaved Together

>3,000 Teachers Trained in Person

>5,000 Teachers Trained Online

9,000 People Accessed Regional Support Documents

65 Teachers Supported with 1-2-1 Planning Guidance

21 In-Person Events Delivered

15 Online Events Delivered

60 Supporting Videos Created

5,810 Teachers Accessed the MEE Website

9,000 People Watched our Videos on YouTube

>2 million Interactions on MEE Social Media

64 Activators Supporting Schools







Every school in the country has a login and access to our free support

We've built a community of educators and environmentalists - our volunteer network of activators is helping teachers embed our Ministry of Eco Education framework



Every local authority has a tailored support document combining the MEE approach with local examples of sustainability

Introduction

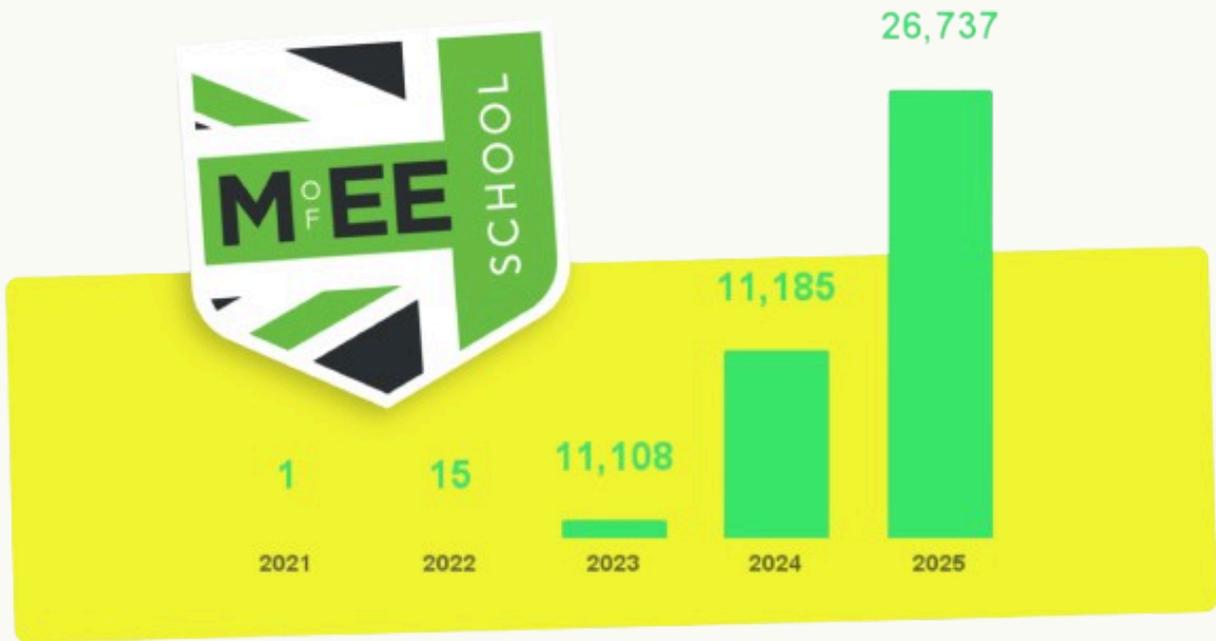
Wow what a year!

We ended June 2025 with the **Teacher Celebration**, bringing together some of the most passionate and enthusiastic educators from across the country. It was a moment to pause and celebrate the achievements of the diverse community of educators that make up the Ministry of Eco Education. There was plant based food, music, comedy, poetry and plenty of nature inspired shirts and dresses.

This year we achieved the goal of **every school** in the country having access to free resources, support and an inspirational approach for teachers to embed the Ministry of Eco Education framework across all subjects and all years. In this impact report we share some of the stories and key outcomes from teachers using the MEE framework to weave sustainability, climate and nature education through their teaching.

This work wouldn't be possible without the **support** of Dale Vince and the Green Britain Foundation, funding partners including TLT LLP and the thousands of educators who bring the Ministry of Eco Education to life.





The number of education establishments with a login for ministryofeco.org



Case Studies

Teacher Support

- Curriculum Planning
- Eco Days
- Mapping Sustainability

Regional Support

- Local Documents

Videos

- London Climate Action Week

Sharing Best Practice

- Teaching for Sustainability

Resources

- Great Big Green Week
- RSPB

Teacher Training

- Hampshire and South Downs
- University of Chichester

Activators

- Plant Based Schools

Online Events

- Live Lesson for London Schools
- Barriers to Climate Education

Events

- Six Inches of Soils* Schools Tour
- Eco Ed London
- Teacher Celebration

Case Study - Teacher Support

Curriculum Planning



Who was involved?

Carol Jones at Petersfield Infant School.

What happened?

We explored the school's existing curriculum and used the MEE framework to support the development of new aspects of climate and nature education across all age groups and subject areas.

What role did we play?

Paul liaised with Carol to explore and analyse the school's existing curriculum planning, initially in the area of geography and then in a cross curricular manner. Over a number of meetings we explored existing opportunities and developed the school's use of the MEE framework. We also delivered whole staff training as well as a curriculum based eco day and wider support to access grant funding to renature areas of the school site.

What was the impact?

All staff prioritised sustainability in their teaching with MEE learning journeys woven throughout the school curriculum. Achieving a renewed enthusiasm for climate and nature education across the school.

What can teachers learn from this?

Often a good starting point is a single subject area or year group, through this climate and nature can be further expanded and developed throughout the wider school curriculum. A diverse approach including curriculum development and training often yields greater impact.

Case Study - Teacher Support

Eco Days



Who was involved?

Teachers at five schools from across Newcastle and North Tyneside including Archibald First, Collingwood Primary, Great Park Academy, Southridge First and St Teresa's Primary.

What happened?

Each school hosted a curriculum based eco day linked with Science Week. An intensive day of learning focussed on launching climate and nature education across the school curriculum.

What role did we play?

Meryl tailored MEE big questions to support the activities planned for the day. Year 1 - What does it take to make a cup of tea? Year 2 - How important is soil? Year 3 - Is the weather changing? Year 4 - What is really renewable? Year 5 - Should we all go vegan? Year 6 - Do we live on a plastic planet? In advance of the day, Meryl provided staff training and worked with teachers to tailor the activities. Meryl provided an assembly to launch the day and guidance throughout the day, visiting each class to support teachers with a demonstration or activity. Meryl also supported lead teachers to understand how the eco day could be a platform for weaving the MEE framework through their wider curriculum. At the end of the day, Meryl led an assembly where the school shared what they'd learnt and discussed next steps.

What was the impact?

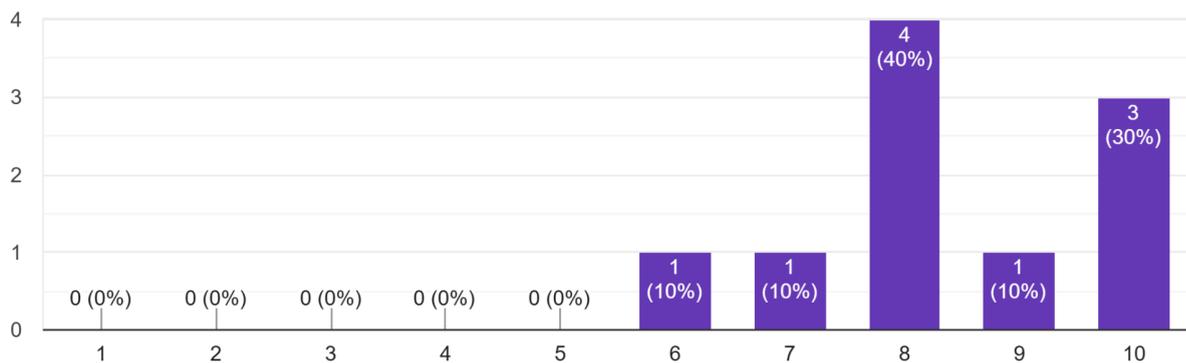
50 teachers were directly involved in delivering learning informed by the MEE approach. More than 1000 young people experienced learning guided by the MEE approach. The MEE framework is now integrated into the curriculum section of each school's Climate Action Plans.

What can teachers learn from this?

Eco days are an effective introduction for staff to the MEE approach and help teachers to see how climate, nature and sustainability education can be integrated into their wider curriculum. Children gained knowledge and understanding about the climate and nature crisis whilst also enjoying the experience and took action.

On a scale of 1 to 10 how would you rate the impact for students?

10 responses



Case Study - Teacher Support

Mapping Sustainability



Who was involved?

Matthew Knight at Shinfield St Mary's CE Junior School, Reading.

What happened?

We supported staff to map sustainability across their existing curriculum.

What role did we play?

Paul visited Matthew to better understand the school's circumstances and needs. Paul shared the MEE template document and gave direction to Matthew to help complete the mapping using MEE's 7 key themes as an organising structure. We then helped to synthesise the information and provided direction for next steps.

What was the impact?

Existing examples of sustainability were mapped across the curriculum providing a holistic overview. Opportunities were identified and developed in other areas of the schools curriculum to further develop sustainability.

What can teachers learn from this?

Mapping sustainability is an easy first step which identifies a baseline for future development. This activity can also buoy confidence as often people are pleasantly surprised by how much they're already including. The activity helps to provide a holistic overview and rationale to sustainability across the curriculum.

Case Study - Regional Support

Local Authorities

MEE Big Questions	Somerset Business / Organisation	Other Opportunities (inc Outreach / Visits)
<p>Energy</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is really renewable? <input type="checkbox"/> What does it take to make a cup of tea? <input type="checkbox"/> Is carbon a magic ingredient? <input type="checkbox"/> How should we heat our homes? <input type="checkbox"/> How green is the internet? <input type="checkbox"/> Can gas be green? <input type="checkbox"/> Is the future electric? <input type="checkbox"/> Do we need to insulate our homes? <input type="checkbox"/> Is community energy the answer? <input type="checkbox"/> How does technology help us to use energy more sustainably? 	<ul style="list-style-type: none"> • Gravity (Agratas) Gigafactory https://thisisgravity.co.uk/gravity-welcomes-agratas-gigafactory-as-first-site-occupier/28/02/2024/ • Burnham and Weston Energy https://www.burnhamandwestonenergy.co.uk/ • Green Acre Renewable Energy https://www.greener-way.com/ • Somerset Independence Plus - Home Upgrade Grant https://www.somersetindependenceplus.co.uk/article/5515/Retrofit • Lendology - Finance for green energy low carbon technology https://www.lendology.org.uk/ • Ecotricity - Lodge Farm (Solar), Shooters Bottom (Wind) https://www.ecotricity.co.uk/our-green-energy/green-electricity 	<ul style="list-style-type: none"> • Host a STEM Ambassador https://www.stem.org.uk/STEM-ambassadors • Visit a Somerset Retrofit Accelerator home https://retrofitsomerset.info/ • Visit Orchard Grove School - A Passive Haus School https://www.zepassiv.com/project/orchard-grove-primary-school/ • Visit Saltlands Solar Farm • Visit Burnham Solar Farm

Who was involved?

Alison Jeffery from Somerset Council.

What happened?

We created a bespoke regional support document which combined the MEE framework with local examples of sustainability and shared this with teachers across the county.

What role did we play?

Initially, we shared a template with local businesses, organisations and council staff to co-create the document. We then took part in a number of online meetings to streamline and focus the document. We curated the suggestions and developed the final document which was shared with the nearly 4,000 teachers across Somerset along with their login details for ministryofeco.org.

What was the impact?

237 teachers across Somerset accessed the support document. These teachers went on to include more local examples of sustainability in their teaching.

What can teachers learn from this?

The local support documents are useful inspiration for teachers to develop local sustainability examples throughout their teaching. Co-creation alongside local authorities, charities and businesses is an effective tool to develop support for educators.

Case Study - Videos

London Climate Action Week



Who was involved?

Representatives from five organisations including; Carolina de Toledo Fattori from Urbanwise.London, Paul Strudwick from the Inland Waterways Association, Joel De Mowbray from YESMake, Miriam Habte Sellasie from London National Park City and Ben Knowles from PedalMe.

What happened?

For each weekday of London Climate Action Week, we released a video interview with a London-based sustainability organisation. Each video aligned with one of the seven key themes (Society, Water, Nature, Waste and Transport). The videos were pitched at KS2 and KS3 children, and designed to introduce young people to organisations making London a sustainable city. Alongside the videos we created supporting materials linking to the MEE big questions and the videos were integrated across the MEE framework.

What role did we play?

Nirvana coordinated the scripting, filming and editing of the interviews as well as recruiting suitable organisations to interview. Organisations were those we already had a relationship with such as Urbanwise.London or were those we wanted to build relationships with such as Pedal Me and London National Park City.

What was the impact?

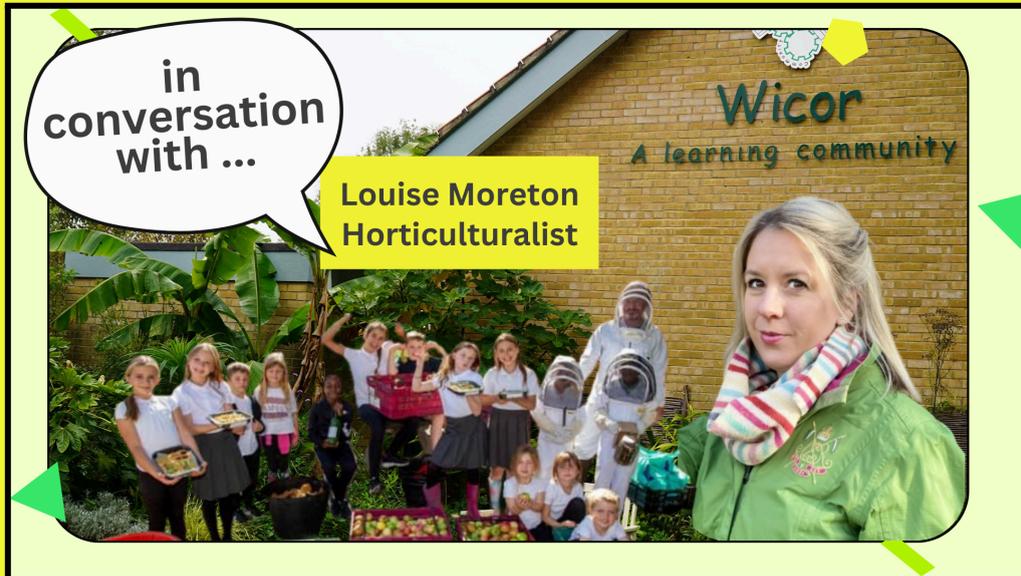
During London Climate Action Week the videos were viewed more than 300 times. Following the interviews, further opportunities developed with the organisations including creating education resources and organising events.

What can teachers learn from this?

The videos are a useful tool for teachers all year round as the perfect introduction to organisations doing great things in key areas of sustainability. Teachers could use the interviews as part of form time discussions, circle time, or as lesson hooks to support teaching on a variety of subjects.

Case Study - Sharing Best Practice

Wicor Primary School



Who was involved?

Gemma Sills, Louise Moreton and Alison Nash at Wicor Primary School.

What happened?

We visited the school on numerous occasions to create video content and images for social media to share their best practice. Wicor shared how nature is woven throughout their curriculum including the structure of lessons, the school site, learning journals and wider community events.

What role did we play?

Paul liaised with staff to arrange visits. We then toured and observed activities illustrating the school's approach. We created video interviews and content to share on social media. We also supported the school during their Summer Grounds Day and Eco Fayre events. We also supported the school to apply for a grant to renature an area of the school site.

What was the impact?

The YouTube video had 66 views. Social media posts had 1,000's of interactions.

What can teachers learn from this?

The MEE YouTube channel is a source of best practice and inspiration. Many schools have excellent teaching and learning to share. Sharing teaching ideas helps to build confidence across schools.

Case Study - Resources

Great Big Green Week



Who was involved?

Mary Corfield from the Climate Coalition.

What happened?

We developed and updated the school resources pack for the Great Big Green Week including links to the wider MEE framework.

What role did we play?

Paul liaised with Mary to develop the Great Big Green Week themes into suitable classroom activities, building on work from previous years. Paul created supporting video content to engage teachers. We publicised the Great Big Green Week opportunities with teachers across the country. We shared impact and generated interest during the week.

What was the impact?

362 schools accessed the Great Big Green Week school resources.

What can teachers learn from this?

Themed weeks can be a great entry point to the wider MEE framework. These opportunities provide a focus to reflect on wider development of climate and nature across the curriculum.

Case Study - Resources

RSPB



Who was involved?

Suzanne Welch, Education Partnerships Manager at RSPB.

What happened?

We collaborated with Suzanne to develop and extend the MEE big questions and learning journeys to include a greater scope and updated versions of RSPB resources.

What role did we play?

Paul shared access with Suzanne and discussed the format and structure of the learning journeys. Suzanne provided detailed comments on specific big questions. Paul processed Suzanne's feedback and used this to update the MEE big questions.

What was the impact?

Twenty updated learning journeys and a wider variety of activities incorporated into the lesson suggestions.

What can teachers learn from this?

The MEE framework is a valuable resource that saves teachers time by bringing together the best free materials and opportunities from hundreds of organisations. Building strong relationships with these organisations allows us to share knowledge, exchange support, and deepen collaboration. It is this collective community that truly defines the Ministry of Eco Education.

Case Study - Teacher Training

Hampshire & South Downs



Who was involved?

Anna Pearce at Petersfield Climate Action Network, Hampshire.

What happened?

We hosted online training for educators across Hampshire and South Downs which introduced the key concepts of the climate and nature crisis whilst also introducing the MEE framework. Teachers were introduced to key steps to support their sustainability journey.

What role did we play?

Paul created a tailor-made training module for teachers across Hampshire and the South Downs. The online event was organised in conjunction with a local environmental organisation as well as the County Council and National Park Authority. We supported publicity and school sign-up for the event. We hosted the online event and curated the follow up.

What was the impact?

The live event was attended by 36 educators and has since been watched by 17. The event led to 40 new logins on the MEE website.

What can teachers learn from this?

Teacher training videos are available on the MEE YouTube channel. Tailor-made online training can be delivered for free to teachers. Working with a convening organisation such as a local environmental organisation or local authorities is the most effective way to deliver training at scale.

Case Study - Teacher Training

University of Chichester



Who was involved?

Lizz Tinder and Starlene Starlene George at the University of Chichester

What happened?

We hosted climate and nature education workshops for trainee teachers and students on education courses at the university.

What role did we play?

Paul led a variety of workshops exploring key ideas around climate and nature education as well as sharing the MEE approach. We shared access to the MEE website and shared best practice from across the country with teachers.

What was the impact?

More than 300 teachers participated in training. Teachers went on to visit schools and introduce other teachers to the MEE approach. Two teachers have come on board as volunteer activators - a new initiative introduced this year for volunteer educators (in training, retired or part-time) to provide additional support to schools and our MEE Coordinators.

What can teachers learn from this?

Training sessions are an effective tool to introduce people to ideas of climate and nature education as well as the MEE framework. It's important to combine the mechanics of education for sustainability alongside the broader social debates and ideas of action.

Case Study - Activators

Plant-Based Schools



Who was involved?

Martin Skingley from ProVeg UK, Michelle St John from Vine, Professor Sarah Bridle from the University of York and Harley Brewer from Plant-Based Schools.

What happened?

We hosted an online panel discussion bringing together MEE activators to explore ideas of plant based food education and provision in schools.

What role did we play?

Emma recruited the panel and developed the premise and format of the event. We created publicity materials and organised registration. We hosted the event, as well as recorded it and shared it afterwards.

What was the impact?

The event was attended by 60 people and the recording was viewed 47 times following the event. The event developed further relationships and community.

What can teachers learn from this?

Online events are an accessible format to discuss ideas and bring people together around a particular theme. Sharing recordings on YouTube is an effective way to extend the reach of activities. Engaging a wider community of activators builds momentum and positive energy.

Case Study - Events

Earth Fest - London Live Lesson



Who was involved?

Valeria Pensabene and Georgina McGivern from the London Clean Air Initiative.

What happened?

We hosted a Live Lesson for school children across London, live from Earthfest in Kings Cross, London in June. We interviewed Mete Coban MBE: Deputy Mayor for Environment and Energy.

What role did we play?

We liaised with the Earthfest Team to align plans and aims for the event. We worked with a live streaming production company to develop the format of the live lesson. We publicised the event and recruited schools to watch. We hosted the event and organised follow up communication with all the schools and stakeholders involved.

What was the impact?

A total of 233 schools joined the live stream, ranging from single classrooms to halls filled with children, while 100 students attended the event in person. The day also helped to strengthen our relationships with the Mayor of London's office.

What can teachers learn from this?

Single events such as live lessons can be dynamic ways to engage young people in moments of reflection around sustainability – and act as a doorway to wider and longer-term curriculum change.

Case Study - Online Events

**Why is climate education *not* mainstream?
and what can we do about it?**

M of EE
MINISTRY OF ECO EDUCATION
Climate Majority Project
EDUCATION CLIMATE COALITION

UCL
TEACH THE FUTURE
PARENTS FOR FUTURE UK
CHARTERED COLLEGE OF TEACHING
UCL
Climate Change and Sustainability Education
The Open University
CLIMATE PSYCHOLOGY ALLIANCE

Who was involved?

Les Gunbie and Josephine Lethbridge from the Climate Majority Project as well as Kate Christopher from the Education Climate Coalition.

What happened?

We hosted an online panel discussion exploring the barriers to mainstreaming climate education.

What role did we play?

We brought together a panel representing different aspects of the climate education community including Dr Alison Kitson - IOE UCL, Tilly Hansell-Upton - Teach the Future, Dr Poppy Gibson - The Open University, Megan Wakefield - Parents for Future, Jenna Crittenden - Chartered College of Teaching and Dr Siobhan Currie - Climate Psychology Alliance. We publicised the event, oversaw registration and hosted the event.

What was the impact?

The live event was attended by 300 teachers and watched 408 times after the event.

What can teachers learn from this?

Online events are an accessible and effective way to spark wider discussion, while collaboration with a diverse range of organisations and people amplifies impact. For teachers, this provides valuable opportunities to access new ideas, resources, and networks that support and enrich their teaching practice – in this instance to enhance their climate education skills and knowledge.

Case Study - Events

Six Inches of Soil Schools Tour



Who was involved?

Stuart Strathdee at Greenhead College, West Yorkshire.

What happened?

We organised a series of screenings and panel discussions linked to the film 'Six Inches of School'. Hannah supported Stuart Strathdee - Teacher and Sustainability lead at Greenhead College to organise an event including; Dr Ruth Wade - University of Leeds, Michael Jones - Yorkshire Wildlife Trust, Ed Elcock - Yorkshire Mushroom Emporium and Rebecca Robson - Food Circle Huddersfield.

What role did we play?

Paul liaised with the film's producer and distributor as well as the school staff and invited speakers. Hannah facilitated the event with an introduction to the film, panel and discussion. Hannah then supported Stuart to chair the panel discussion and the Q&A section for first year A level pupils from the Science, Geography and Drama departments.

What was the impact?

250 young people were introduced to ideas of regenerative farming and through the expert panel explored ideas of food, farming and sustainability.

What can teachers learn from this?

The film *Six Inches of Soil* has been an excellent introduction to regenerative farming for both primary and secondary school students. Panel discussions around the film provide a powerful way to spark fresh ideas in schools, inspiring future career paths while also encouraging broader community involvement. Even a single event can act as a springboard, opening the door to deeper engagement with the MEE framework and approach.

Case Study - Events

Eco Ed London



Who was involved?

Representatives from London Wildlife Trust, Cody Dock, Climate Ambassadors, Force of Nature and Edible Rotherhithe.

What happened?

We hosted a day of interactive workshops from London-based organisations whilst bringing together educators, charities, academics, politicians and businesses.

What role did we play?

Nirvana recruited the people and organisations to host workshops. Nirvana booked the venue and liaised with all parties to organise the event. Paul and Nirvana advertised the event and facilitated sign up. After the event we shared photos and further information.

What was the impact?

Seventy people came together to experience Eco Ed London, building deeper relationships that are now sparking further events and activities.

What can teachers learn from this?

Nothing beats physical opportunities to bring people together and connect through conversation and interactive activities.

Case Study - Events

Teacher Celebration



Who was involved?

The whole MEE team along with 60 MEE teachers and activators as well as friends from across the climate and nature education space.

What happened?

We brought together 60 of the most passionate and enthusiastic climate educators for a celebration event at the Lush Studio in London. The event celebrated the successes of the MEE teacher community whilst also sharing best practice and inspiring further action. The day included a morning of CPD and an afternoon of poetry, comedy and live music.

What role did we play?

We organised the event and invited teachers to attend. We hosted the activities including Climate Adam, Matt Winning, Molly Naylor and Beans on Toast. We supported teachers to share their stories and recognised their achievements. We celebrated a community of educators.

What was the impact?

Sixty teachers were recognised for their enthusiasm and commitment to education for sustainability. Contagious optimism and positive energy.

What can teachers learn from this?

It's important to take moments to celebrate successes and come together as a community. Eco-education is a rich and diverse tapestry, woven from many voices and perspectives.

Reflections

We are proud to reflect on the successes and lessons from this year's MEE programme. In summary we are:

Expanding Reach and Accessibility:

Online events have proven to be an effective and accessible format for bringing teachers, students, and wider communities together around key environmental themes. Sharing recordings via YouTube has extended this reach even further, allowing learning to continue beyond the live event.

Strengthening Community and Collaboration:

Engaging a wider network of activators, teachers, and partner organisations has fostered momentum, shared knowledge, and built positive energy across the eco-education sector. This has strengthened both the local and national MEE community.

Supporting Teacher Development:

Teachers have benefited from practical resources, ready-to-use classroom activities, and new ideas, saving them time while enhancing their skills and confidence in climate and nature education.

Amplifying Impact:

By combining accessible online content, in-person events, and strong collaborative relationships, the programme has amplified its impact, inspiring students, supporting teachers, and creating a growing ecosystem of eco-education initiatives.

A heartfelt **thank you** to every teacher, school, community, local authority, and our wider support network - not to mention our amazing

MEE Coordinators - for making this such a fantastic year. We look forward to working with even more schools, helping teachers fully embed the Ministry of Eco Education framework across the entire curriculum, from Norfolk to Newcastle upon Tyne and from Land's End to Lerwick. The Ministry of Eco Education framework is designed for every primary and secondary school, across every subject.

We aim to support teachers in embedding the Ministry of Eco Education framework across all schools and subjects, with the intention of fostering a greener Britain and inspiring young people to develop a passion for the environment, explore their interests, and ultimately pursue green skills and careers for the future.

