

CLIMATE CHANGE ALL CHANGE

Empowering the next generation to design a better future



Annual Report

2025

Contents

	Page
01. Climate Change All Change	
Trustees' Statement	1
Chair of Trustees' Statement	1
02. Report of the Trustees	
Introduction	2
Delivery and Reach	2
Designer Procurement	3
School Procurement	3
Monitoring and Evaluation	4
Collaborators and Associated Activities	5
Expansion and Growth	7
Leadership, Management Systems, and Policies	7
Co-design Resources and Management Systems	8
Visual Identity, Website, Social Media, Exhibitions, and PR	8
Plans for Future	8
Unsolicited Endorsement	9
03. Gallery	10
04. Financial Overview	
Sponsorship and Funding.....	13
Financial Review	13
Reserves Policy	13
05. Governance	
Governing Document	14
Charitable Objects	15
06. Independent Examiner's Report	16
07. Receipts and Payments Account 2025	17
08. Acknowledgements	18

Climate Change All Change

Trustees' Statement

The Board of Trustees have pleasure in presenting the Trustees' Report and Receipts and Payments Accounts for the 12-month period ended 31 December 2025.

At Climate Change All Change, our mission is to equip children with climate knowledge and creative tools for generating ideas for their future. Through CCAC's 12-week co-design model, we bring top-flight designers into primary schools to mentor the next generation. By involving children in the design process, they experience collaboration with both experts and their peers. We provide them with a formal design encounter, including vocabulary and activities, which helps to transform climate anxiety into creativity and hope.

The Trustees confirm that they have complied with the duty in section 17 of the Charities Act 2011 to have regard to the Charity Commission's general guidance on public benefit.

Chair of Trustees' Statement

The charity works with nine-to-ten-year-olds at the cusp of understanding the world they will inherit and consequently its stark challenges. As they sense this, many feel a seeping anxiety, others default to disengagement, subconsciously putting concern to one side and focusing on more enticing distractions. We are now past the stage of climate extreme mitigation; we are approaching the point of climate calamity with the increasing threat of irretrievable tipping points.

No two schools, no two classes and certainly no two children are the same. There are, however, constants. Through the creativity of design innovation, we can open the door for children to view their future not as a daunting void or with escapist indifference, but as a collaborative inspirational challenge.

This is our fifth Annual Report. Our outreach is modest but growing strongly and we have been able to collaborate with allied institutions and present pedagogic evidence based on our wealth of experience to government policy makers. We look forward to a fruitful 2026.

David Lloyd Jones AA DIP RIBA FRSA

Key Delivery Metrics

Co-design projects

70 projects since inception
25 projects delivered in 2025–26

Children and young people

2,230 participants since inception
811 participants reached in 2025–26

Participating schools

19 schools since inception
13 schools engaged in 2025–26

Report of the Trustees

"I am not aware of my child enjoying anything more at school than the CCAC co-design collaboration. It is a wonderfully creative course giving children the opportunity to learn without being conscious of doing so. The course opened her mind to a different way of perceiving the world. We witnessed her learning in a different way: she became interested in how things are created and the role of design in everything around us"

Parent, child therapist and former journalist, William Tyndale Primary School, London

Introduction

Significant progress has been made on all the Objects of the Charity listed below through our activities during the year. Following pilot, demonstration, and consolidation phases of CCAC's co-design programme, in 2025 expansion of the programme was initiated and strategic outreach initiatives pursued.

Delivery and Reach

CCAC's core programme of empowering young people to address the challenges of climate change through the power of creative design continued across the country and the model further refined.

2025 saw the completion of the 2024/5 schools programme covering eight co-design projects and the planning and implementation of a further thirteen school co-design projects for the 2025/6 academic year.

Key Metrics 2025/26 % growth vs 2022/23

70 Co-design projects **up 79%**
2,230 Child participants **up 93%**
9,468* Indirect participants **up 97%**

"We were truly blown away by the reveal event. Watching the process was both fascinating and informative, and it will no doubt have sparked great interest and curiosity among the children. These children represent the future for all of us, and we are deeply grateful for the effort you put in and the difference you have made to their lives. The outcomes were outstanding, as was the learning."

Thornhill feels very fortunate and privileged to be part of this CCAC experience."

*Assumption: 4 family members per child, 6 participants per school, and 10 participants per designer.

Louise Ryer, Assistant Headteacher, Thornhill Primary School following the Final Reveal



Regenerative textile & fashion designer Aurélie Fontan helps Gorran School's Year 5s learn to screen print with non-toxic dyes

Designer procurement

The dual approach strategy of securing pro bono designers and bursary awards for Young Designers, introduced with eight co-designs in 2024-25 school year, has become established.

Four of the 2025 designer cohort were supported by the CCAC emerging designer programme, three of whom were secured through the new CCAC Young Designer's Award. The remaining four designers were provided pro bono from established design practices.

School procurement

Securing participating schools remains a time-consuming activity. Nonetheless, there is now a trend for schools to actively seek co-design partnerships with CCAC, as word of their effectiveness circulates.

Participating designer metrics

Participating **Pro bono** design practices

20 since inception
7 in 2025-26

Participating **Emerging** design practices

15 since inception
7 in 2025-26

Monitoring and Evaluation

Each collaboration in CCAC's programme follows the model demonstrated in 2022, adjusted to reflect recommendations from KCL's Environmental Research Group Centre for Research in STEM Education and subsequent refinements. Children, teachers, and designers consider how climate extremes are impacting lives around the world and work together to imagine design solutions to reduce the consequences.

Every co-design project is monitored and evaluated. Each project concludes with child focus groups eliciting views on the children's experience, and with teacher and designer interviews. CCAC's consultant Primary Educator summarises the findings in an annual Monitoring & Evaluation Report, the most recent of which was published in January 2026 and is available on request.

Children, designers, and teachers are vocal in their reaction to involvement in the co-design creative collaborations:

"The presentations were fantastic - we even had a selectively mute boy join in and share his ideas which was really heart-warming to see and represents a huge amount of progress for him."

Alexandra Bentley Deputy Headteacher London Fields Primary School

"Before the project, I did not really care that much about climate change. When we were studying about it, I was, like, uhhh! but this project has made me want to have a lesson every week – every day. I hope to do it again."

Yr 5 student, Laycock Primary School

"To be able to work with the children was pleasure. It's been great for us to change the way we do things...we often work with adults on collaborative design projects. But to do this with children expanded our experience which was great".

Will Harvey of FROMTHEGROUNDUP, architect at The Bemrose Primary School.



Heathfield Academy Primary School in Croydon focus group



Will Harvey (FROMTHEGROUNDUP) presenting certificates at The Bemrose School in Derby

When reviewing the Charity's aims and planning our activities the trustees have considered the Charity Commission's guidance on Public Benefit.

Collaborators and Associated Activities

Imagining Tomorrow at the V&A.

The eight-month *Imagining Tomorrow* display at the V&A showcasing CCAC's work closed in February 2025. It was invaluable for engaging our core audiences — schools, children, and designers - and informing a wider public, as well as for hosting key promotional meetings.

"Why are we interested in working with CCAC? What is so special about this project? It's because it puts young people at the core and promotes understanding and awareness of the power of creativity, of design, of architecture to change our futures for the better: whose world will young people inherit? Their world, your world."

Dr Helen Charman FRSA, Director of Learning, National Programmes and Young V&A



Children from Springfield Primary School at the *Imagining Tomorrow* display

CCAC Designers Collective

Informal support from experienced CCAC designers and those preparing for their first co-design project has continued. An Autumn workshop for designers, emulating the success of one held in November 2024 is planned for 2026.

"Climate change is not a required, inspected or examined primary school subject. Climate change isn't even named until secondary school, and then only in subjects that are optional - science and geography - which many children drop."

"As a result, we leave too many children in ignorance, anxiety, and powerlessness about an important issue that will dominate their lives."

CCAC Designers in letter to Bridget Phillipson, UK Secretary of State for Education



CCAC Designers Collective workshop

Childrens' Visits

The co-designs are often based on the development of sites within easy reach of the schools. The 'site visit' allows the children and teachers to escape the classroom and get to grips with the characteristics and the potential of their chosen site. Sometimes architects can take the children to projects they have designed.

"Yes, the ZHA studio visit was definitely worth it. A child said I definitely want to be an architect when I'm older! We were concerned that they might find it boring, but they loved it."

Zaha Hadid Architect, ZHA



Thornhill Primary Year 5 visit the ZHA offices 2025

CCAC Special Advisors

Dr Deborah Outhwaite SFHEA FRSA FCCT, expert in the education system, with interests in leadership and sustainability, and Emma Rawlings Smith CGeog, FRGS, FHEA expert in sustainability and geography education have joined CCAC's advisory panel.

We are building up our panel to provide strategic evidence-based expert advice on the range of convergent fields our programme covers.

Department for Education Engagement

Early in 2025 discussion was initiated with representatives of DfE Sustainability & Climate Change Unit Strategy Group. The Department launched a call for stakeholder commentary on the final draft of their commissioned Curriculum and Assessment Review. CCAC completed the DfE consultation proforma confining our comments to areas relating to climate change and its incorporation in the curriculum. It was notable that the Final Report, when published in November 2025, incorporated many of the recommendations we advocated. Subsequently, the DfE Unit requested evidence-based material from our co-design programme. Six exemplar co-design case studies focused on creative outcomes were delivered. Discussions with the Department continue.

"Stakeholders also suggested that social responsibility and inclusive design should be more explicitly embedded. They argued that D&T has the potential to be a key subject for learning green knowledge and skills, teaching children and young people how they can use D&T to solve problems and create solutions for societal and environmental issues. However, stakeholders highlighted that the current programme of study for D&T does not explicitly mention sustainability or the benefits of a circular economy."

Extract from the DfE commissioned Building a World-class Curriculum for All Curriculum and Assessment Review 2025, chair Prof Becky Francis CBE now being prepared by DfE for adoption.

UCL Centre for Climate Change and Sustainability Education

CCAC has been approached by UCL Centre for Climate Change and Sustainability Education to explore collaboration on two fronts: the preparation of a climate change Design and Technology module for teacher training and partnership on UCL's soon to be launched Schools for Sustainable Futures (pilot) programme. Work has started on the former. It is a CPD module for serving teachers. It may also be used for teacher training and education. It is the first time UCL has partnered with a charity on its CPD modules.

Expansion and Growth

CCAC co-design programme expansion

School year 2025/6 commenced in September 2025 with thirteen co-design projects located across the country. In the current form of the CCAC co-design model, this is close to capacity for a single centralised management unit.

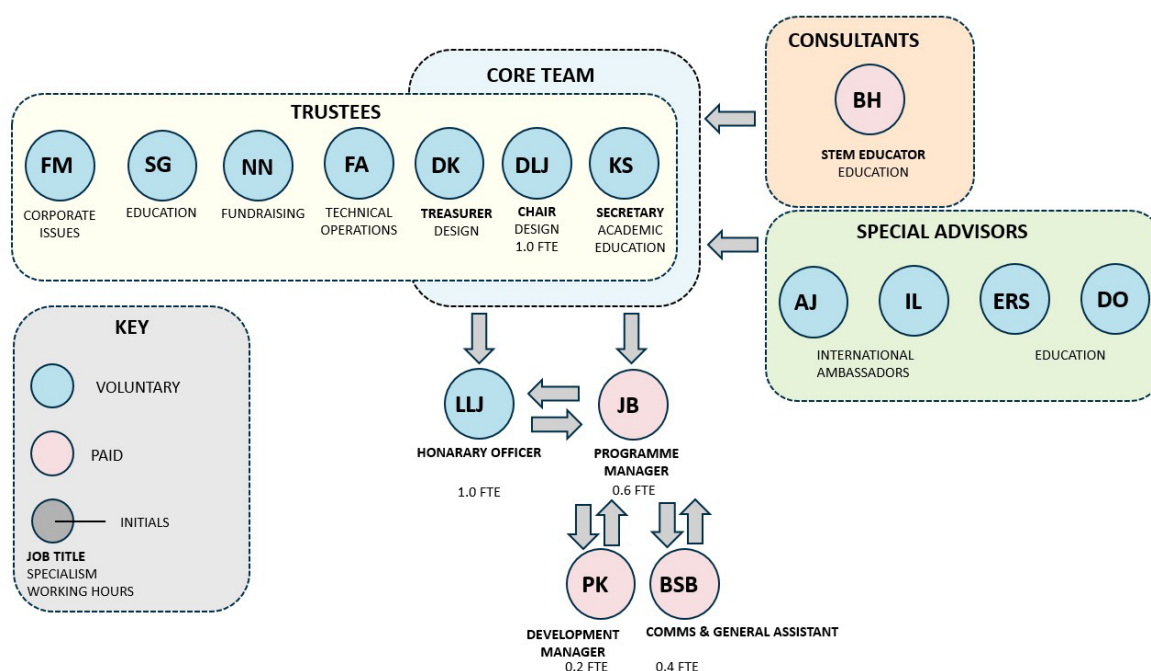
The satellite regional hub structure described in the 2024 AGM Report has been activated with Bristol and the Southwest acting as the pioneer. This was formally set up at the end of 2025 with the Development Manager heading the initiative.

Flowing from CCAC's live-streamed school's MakeAlong webinar for the V&A we are considering developing a CCAC streamed webinar to run in parallel with our designer-in-classroom co-design model. This version of our co-design model has the potential to greatly increase the reach of our programme albeit at considerable adjustment to it.

Leadership, Management Systems, and Policies

CCAC management structure

Successful fundraising during 2024 and 2025 allowed CCAC to expand and consolidate its core management team from 0.5 to 1.2 FTE. This permits the charity to meet its scaling targets and assists in relieving reliance on volunteer administrative assistance. The core team comprises: a part-time Programme Manager responsible for systems development and content management; a part-time Development Manager responsible for establishing a regional hub for Bristol and the Southwest and support for CCAC funding; and a part-time Communications Manager / General Assistant for graphic design, social media, and research.



The introduction of paid assistance to manage aspects of the charity allowed management oversight of the charity to be restructured. It now comprises a monthly Strategy Meeting, focused on strategic development, attended by an executive team of three trustees, and the honorary officer supported by the Programme Manager.

Co-design Resources and Management Systems

In July 2025 the Programme Manager began a systematic review of the charity's management systems. This task is ready for implementation. By December 2025 work by the core team, coordinated by the Programme Manager, to rationalise, systematise, and brand all teacher and designer resources, now labelled CCAC Toolkit, is near completion. Teacher and designer resource upload section on the CCAC website will shortly be expanded and updated.

In parallel, the Programme Manager has pursued a process of rationalisation and simplification of CCACs management systems, referred to as CCAC Simplification and Process Development. In this she has consulted trustees, Francesco Anselmo and Franck Marcaire. This process is also nearing implementation stage.

Visual Identity, Website, Social Media, Displays, and PR

CCAC launched a Newsletter in October 2025 focused on a mailout list of individuals and organisations with whom we have established links and those who have programme related interests. It received a positive take-up response and complementary feedback. CCAC will issue three Newsletters a year, timed to coincide with each school term: Autumn, Spring, and Summer. The website continues to be refined and expanded. News uploads take place once or twice a month. Teacher and designer resources are available for download from the site. Posts are made weekly to CCAC social media accounts.

Plans for the Future

The Charity will continue to reinforce the programme's unique pedagogy and increase the range of design challenges offered to young people. Our focus is on developing a diverse and inclusive strategy for the recruitment of primary schools in disadvantaged areas with under-represented communities. We want to give young people who lack opportunity access to this unique programme, which provides personal contact with practicing designers and role-model problem-solvers. The charity will increase its initiatives to secure the inclusion and integration of climate change into the school curriculum and stimulate uptake of declining subjects, including Design and Technology.

We recognise that reaching more children relies on helping primary school teachers increase their confidence to deliver lessons that incorporate climate change and sustainability into core subjects. In 2026 we expect to work in partnership with UCL Institute of Education on their teacher training initiatives to achieve this and continue our liaison with the DfE.

Unsolicited Endorsements

Dear CCAC Team,

Thank you so much for bringing this phenomenal programme to Laycock and for your incredibly kind words. All the credit goes to Luisa, who was amazing. Preparing our children for the future is at the heart of what we aim to do, and it is vital that children in their primary years learn that their ideas will directly shape the way we do things tomorrow. STEM plays a crucial role during this stage of development, providing a unique environment where children are free to question, explore, imitate and innovate.

Hearing that our Year 5s could see their own concepts reflected in Luisa's robot—and that they have lots of ideas is exactly the kind of confidence this project nurtures.

We are more than happy to take part in the end of project evaluation, so you can secure future support.

Thank you once again to everyone at CCAC.

Kind Regards,



Jenny Lewis

Interim Executive Head Teacher

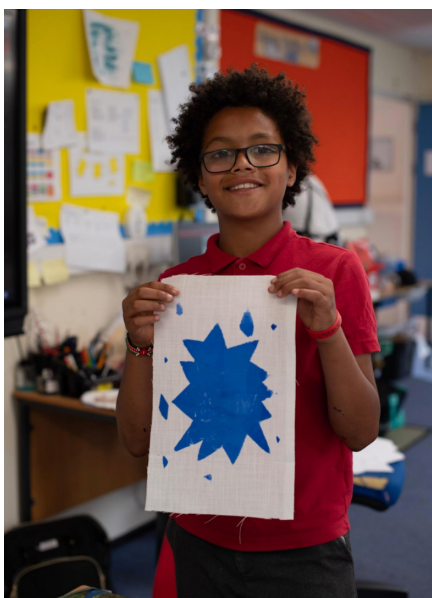
Laycock and Thornhill Primary Schools



Jenny Lewis and Luisa Charles speaking at the reveal



1.



2.



3.

List of Illustrations

1. The Bemrose Yr 5 in a From the Ground Up workshop
2. Coppermill Yr 5 holds his screen print in Cassie Quinn's workshop
3. Budding model makers in workshop led by architect Georgia Trower at London Fields
4. Michael Percino from Hassel conducting a workshop
5. Heathfield Academy Year 5 celebrate their co-design with Studio Egret West
6. Sheppard Robson interpretation of a Rosary RC School's Year 5 team concept



4.



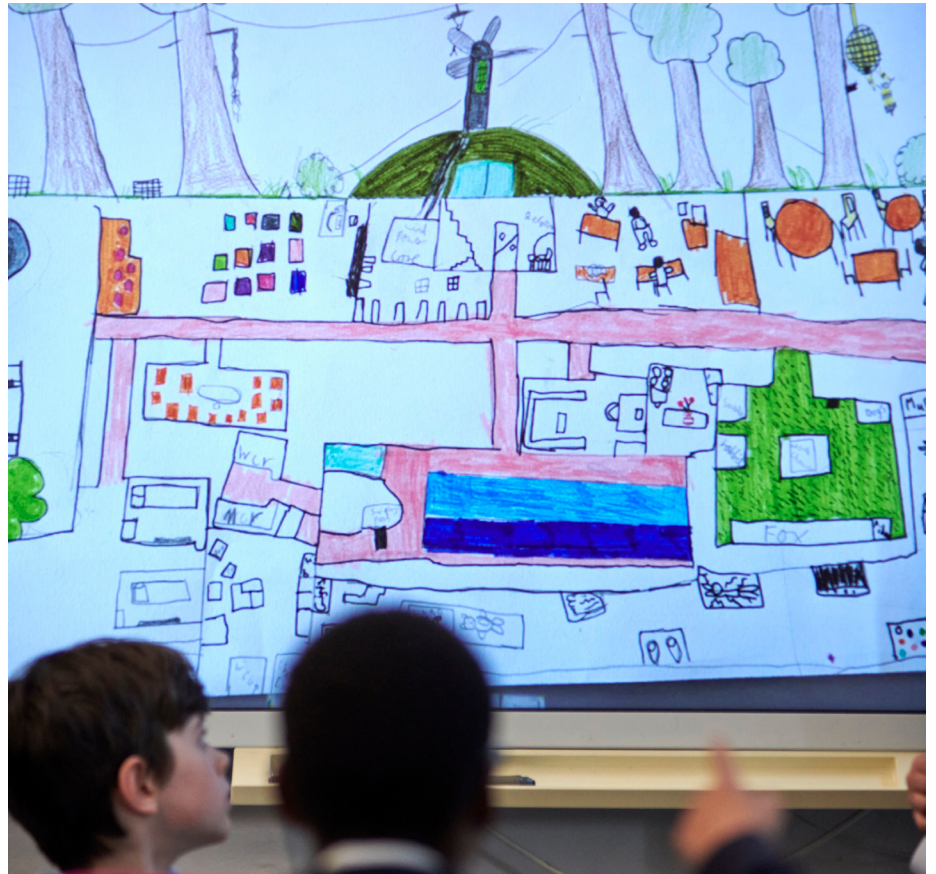
5.



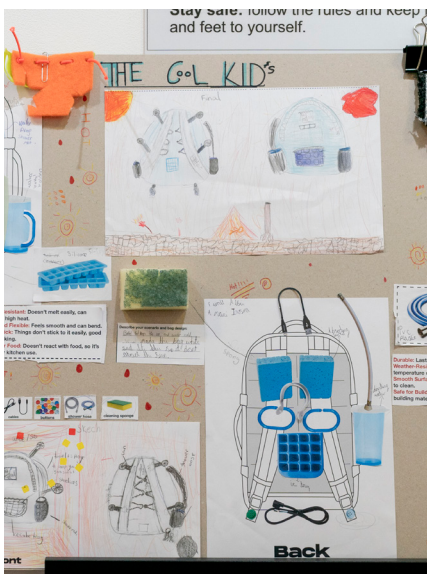
6.



7.



8.



9.



10.



11.

List of Illustrations

- 7. Yr 6 enjoying a food-waste-to-fibres workshop led by bio-designer Cassie Quinn
- 8. Group of children at London Fields prepare to present to the expert panel
- 9. One child-team's moodboard for Clara Chu's 'Backpacks for Survival' workshop
- 10. ZHA AI interpretation of Thornhill children's design
- 11. Child models 'Backpack for Survival' at Clara Chu's Reveal
- 12. Year 5 at The Bemrose School during From The Ground Up's Reveal

12.





13.



14.

List of Illustrations

13. Heathfield Academy's redesign of Park Hill Park, Croydon

14. St John's & St Clement's children's presentations'

15. Cassie Quinn shows plant-based dye to Coppermill's Year 6 in a From Food Waste to Fashion workshop



15.

Financial Overview

Sponsorship and Funding

Funding applications continued through 2025. With heavy volunteer input and in-kind support from designers, outgoings were kept within budget. Priority is given to multi-year funding applications to established trusts. A separate funding appeal has been launched for Bristol and Southwest.

Implementation of the CCAC Young Designer's Award, sponsored by The Linbury Trust, continues. It attracted over 40 applicants from which 4 participated in the school year 2024/5 and 7 are participating in school year 2025/6.

Financial Review

The total income for the period January 2025 to December 2025 was £96,649 (2024 - £79,931). The total expenditure was £71,042 (2024 - £38,207). At year-end the charity achieved a surplus of £25,607 (2024 - £41,724). Total funds carried forward to 2026 were £105,356 of which £42,780 are restricted and £62,576 are unrestricted (2024 – total funds of £79,749 of which £5,702 were restricted and £74,047 were unrestricted.)

No Trustees received any remuneration during the year. A total of £1,706 of expenses were reimbursed during the year in respect of three Trustees (2024 - £nil).

Reserves Policy

Reserves are held to provide working capital and ensure financial stability by providing contingency against unforeseen events. £20,000 has been ring-fenced as a General Reserve. The remaining unrestricted funds have been designated to a Future Projects fund to be used to fund projects in future years.

Governance

Governing Document

Climate Change All Change is constituted as a Charitable Incorporated Organisation. Its only voting members are its charity trustees. It was constituted on 1st December 2020.

Charitable Objects

To promote knowledge and understanding of the important relationship between climate change and design innovation, through partnerships between school children and practising designers.

To advance the teaching of climate science, climate literacy, and design innovation in state primary schools throughout the UK.

To increase knowledge and confidence of teaching staff to support children's learning about climate science and design innovation, through provision of age-appropriate teaching resources in schools where climate science is absent from the curriculum.

To advance the development of creative skills in primary school children by increasing their capacities, capabilities and imaginative thinking at a time when emphasis on design and the arts is in decline.

To promote climate science and design technology in the primary curriculum as key life and employability skills for children.

To combat anxiety and feelings of impotence about surviving future global conditions, which have been identified in a growing number of children, and to imbue them with a sense of empowerment to find solutions for living in the changing world of climate change.

To create diverse and innovative responses to extreme climate situations over a range of design fields by engaging children's views and voices, envisaging their lives in the future.

To provide professional designers with the imaginative stimulus of working with children from a wide range of backgrounds, and to allow designers to develop mutually inspired proposals to combat extreme climate situations.

To develop the co-design concepts to a level where they form the core of an inspirational and informative national exhibition covering a wide range of climate change information, dangers and solutions.

To create a model schools' programme on design for climate change and a public exhibition template that can be replicated or adapted by others elsewhere in the world.

Legal and Administrative Information

Board Members (to the date of this report)

Chair	David Lloyd Jones
Treasurer	DaeWha Kang
Secretary	Kimberly Safford
	Sophie Gavalda
	Nichole Newman
	Francesco Anselmo
	Franck Marcaire*

*Appointed 15 April 2025

Key Management Personnel

Honorary Officer	Linda Lloyd Jones MBE
Programme Manager	Jen Bernardini
Development Manager	Pieta Karoniemi
Communications Manager	Beatrix Simoes-Brown
Primary Educator	Bren Hellier

Registered Office 24 Liston Road London SW4 0DF

Independent Examiner Andrew Gambrell ACA

Charity Number	1193347
Company Number	CE024774
Website	https://cc-ac.org

Approved on behalf of the Board of Trustees and signed on its behalf by:



David Lloyd Jones

Chair



DaeWha Kang

Treasurer

5th May 2026

Independent Examiner's Report

I report to the trustees on my examination of the Receipts and Payments accounts of the above charity ("the Trust") for the year ended 31 December 2025 set out on page 17.

As the charity trustees of the Trust, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in, any material respect:

- accounting records were not kept in accordance with section 130 of the Act or
- the accounts do not accord with the accounting records

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed



2025 Independent Examiner's Report to be sought from Andrew Gambrell and inserted

Andrew Gambrell ACA
Chartered Accountant
79 Winston Road, London, N16 9LN

5 May 2026

Receipts and Payments Account 2025

Receipts and Payments Accounts for the year ending 31 December 2025

	Unrestricted funds	Restricted funds	Total funds	Year ending 31 December 2024
	£	£	£	£
Receipts				
Donations	45,899	48,500	94,399	78,481
Fees	2,250	-	2,250	1,450
Total Receipts	48,149	48,500	96,649	79,931
Payments				
Costs of charitable activity	55,390	11,422	66,812	33,780
Costs of raising funds	3,863	-	3,863	3,980
Bank charges and Insurance	367	-	367	447
Total Payments	59,620	11,422	71,042	38,207
Net Receipts	(11,471)	37,078	25,607	41,724
Cash funds last year end	74,047	5,702	79,749	38,025
Cash funds this year end	62,576	42,780	105,356	79,749

Statement of Assets and Liabilities at 31 December 2025

	Unrestricted funds	Restricted funds	Total Funds	Year ending 31 December 2024
	£	£	£	£
Cash funds				
General Reserve	20,000		20,000	74,047
Future Projects	42,576	42,780	85,356	5,702
	62,576	42,780	105,356	79,749

Approved on behalf of the Board of Trustees and signed on its behalf by:



David Lloyd Jones

Chair



DaeWha Kang

Treasurer

5th May 2026

Acknowledgements

Acknowledgements

The trustees wish to thank the many organisations and individuals who have continued to support the charity during 2025 and those who have joined us during the year. They range from key Trusts and Foundations to individuals giving advice, time, and expertise. We particularly thank teachers who have enthusiastically embraced a programme that needs some adjustment to normal school timetables, to the many designers who have taken on a task that has often joyously expanded beyond initial scoping and to those donors who have supported us financially.

Donors supporting our work in 2025 include:

Portal Trust
The Britta and Jeremy Lloyd Charitable Trust
The Linbury Trust
The Mary Kinross Charitable Trust

Practices and companies who supported their designers to work in schools on co-design projects:

Arup
Hassell
Sheppard Robson
Stride Treglowan
Studio Egret West
Zaha Hadid Architects

Participating young emerging designers during 2025:

Aurelie Fontan
Cassie Quinn
Clara Chu
Polly North

Participating primary schools in 2025:

Coppermill Primary School, Walthamstow
Gorran Primary School, Cornwall
Heathfield Academy, Croydon
Laycock Primary School, Islington
St John's and St Clements, Peckham
The Bemrose Primary School, Derby
Thornhill Primary School, Islington
William Tyndale Primary School, Islington

