

Science **and** Me: Five Years On

The impact of Johnson Matthey's
flagship global community
impact programme for science
education from 2021 – 2026



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We are Johnson Matthey

Johnson Matthey (JM) is a world leader in platinum group metals (PGMs).

Few organisations boast our track record, a history spanning more than two centuries, driven by innovation and a mission to provide the technologies and solutions that help solve the planet's biggest challenges.

Today, our globally renowned customers across key industries rely on our scientific expertise, quality, and trust in applying, refining, and recycling **metals that matter, for a healthier world.**

We believe that science, and the work of STEM professionals, is key to creating a healthier world. That's why, in 2021, we launched our flagship programme, Science and Me.





Programme overview





About Science and Me

The programme

Science and Me is JM's flagship global community impact programme. Its goal is to improve access to quality STEM (science, technology, engineering, mathematics) education and opportunities for young people.

Through local charitable partnerships, community projects, volunteering, and grant funding, Science and Me supports initiatives in the communities where we operate. We work alongside schools, charities, non-profit organisations and other local partners to deliver programmes to help inspire and empower the next generation of scientists and STEM professionals.

Through Science and Me, we aim to improve access to quality STEM education to enable a healthier, more sustainable world. We achieve this through Science and Me by helping young people overcome the barriers to STEM.

With a particular focus on young people typically excluded from STEM, the programme aims to make science learning more inclusive, better connecting learners with science and empowering the next generation of STEM professionals.

What we mean by "science education"



In the context of our goal, science education refers to a broad range of scientific and technical education that are relevant to JM, and enabling skills that contribute to science, including:

Chemistry

Engineering

Physics

Life sciences

Material sciences

Mathematics

Sustainable technologies

These listed subjects refer to the education that is most relevant to JM and favoured in projects where possible. However, the projects we fund do not need to exclusively target these sciences.



Our target audience



Diversity in science is a common challenge around the world. Science and Me projects aim to target “excluded learners” – those who are typically excluded from science because of personal characteristics or socioeconomic background.

Research shows those typically excluded from STEM include:

Women and girls

Ethnic minorities

People with disabilities

People from low-income backgrounds

LGBTQIA+ community



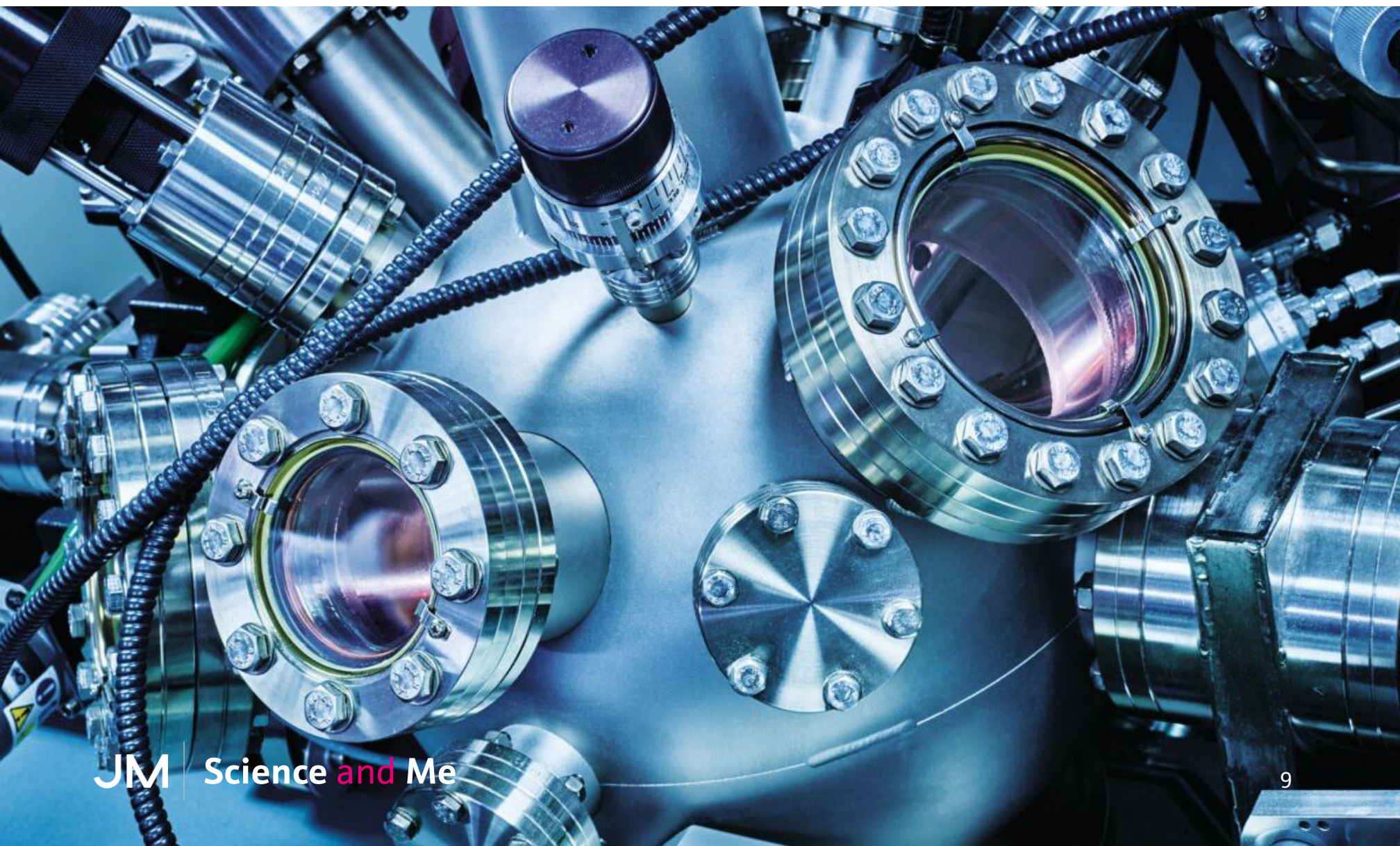
Our impact areas

Science and Me is grounded in research that identified five key areas with the greatest potential to improve access to science education. By prioritising these areas, we can equip young people with the skills and passion to pursue STEM careers, help close the industry skills gap, and contribute to a fairer, more sustainable future.





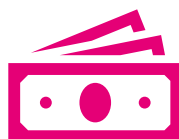
Five-year impact



In its first five years, Science and Me has:



Awarded **53** grants to **35** local organisations, non-profits, and schools.



Awarded **£697,505** to projects improving access to quality science education.



Directly supported over **47,000*** young people and beneficiaries.

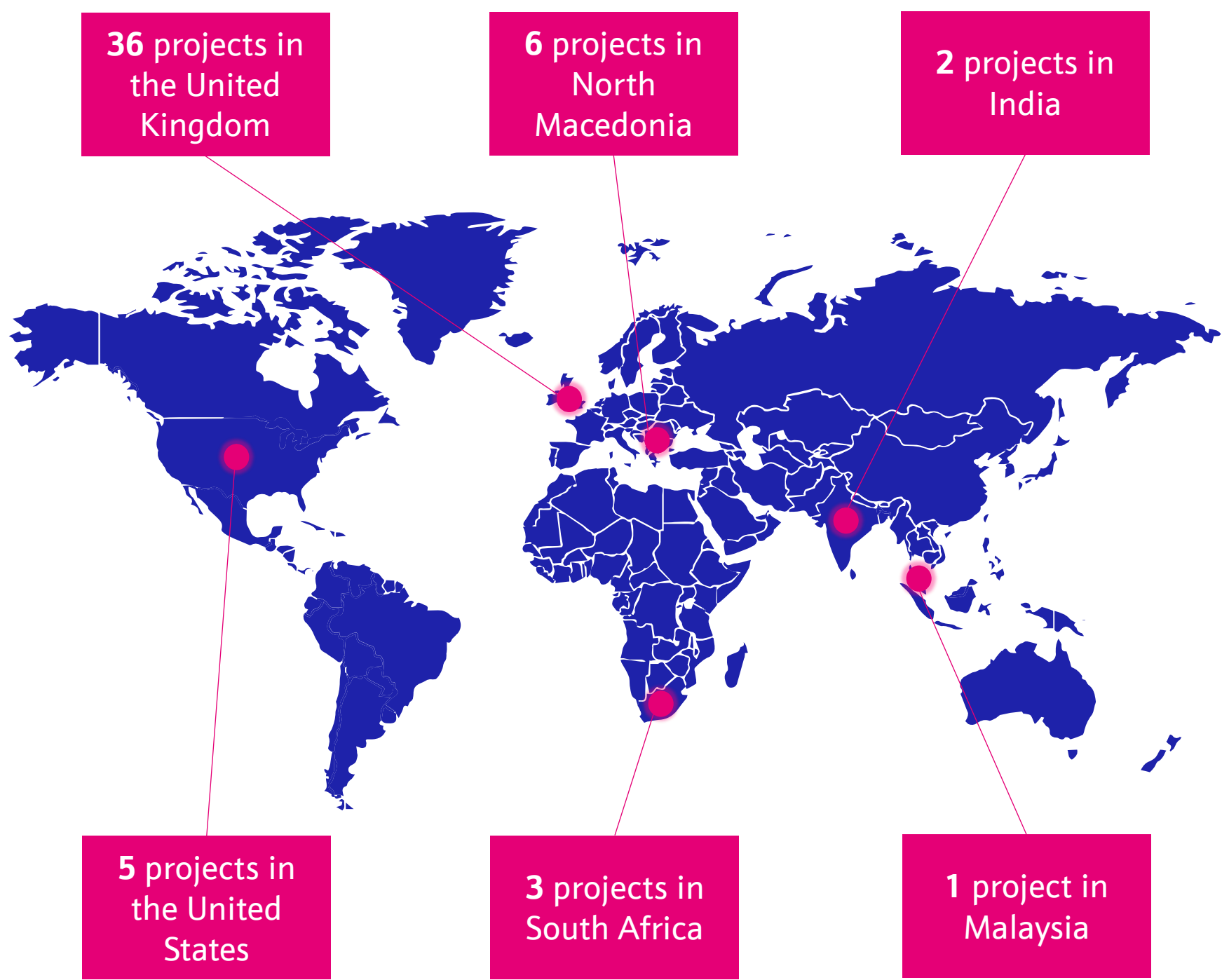


**At the time of publication, some 2025-funded projects are still in progress. This figure shows what we are on track to achieve.*



Global reach

Science and Me has funded projects in six countries, and over **500** JM employees have volunteered to support with the implementation of these projects around the world.





Our impact areas

Each Science and Me project directly influenced at least one of our impact areas:

44 projects addressed
"Attitudes of Young
People".



27 projects addressed
"Inspiring Teachers &
Teaching".



17 projects addressed
"Careers Advice".



21 projects addressed
"Diversity & Mobility".



16 projects addressed
"Career Pathways".





Projects showcase



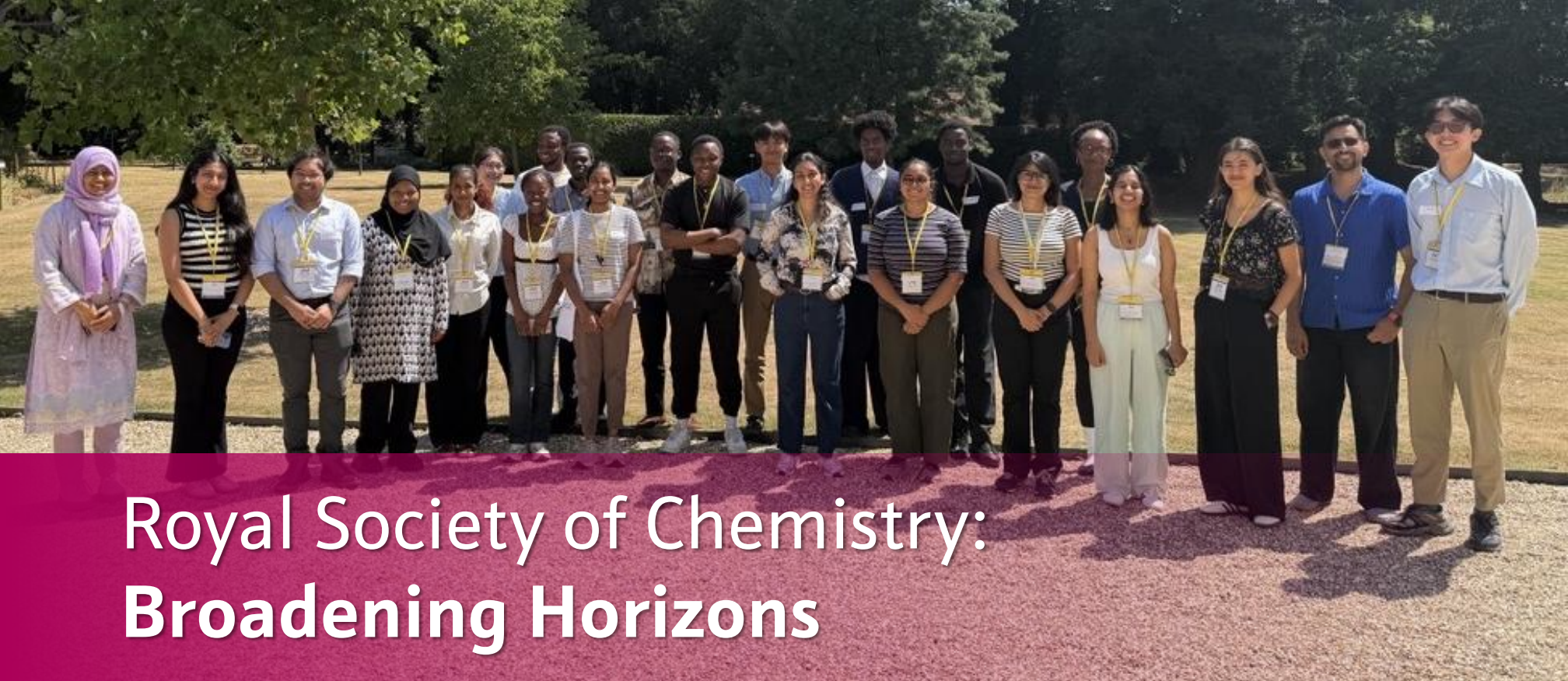


Projects showcase

In its first five years, Science and Me has supported a range of projects, each bringing the programme's aims to life in unique ways.

Over the next several pages, we highlight some projects that offer a closer look at how our funding has translated into meaningful experiences and impact. Together, they provide a snapshot of the programme in action, illustrating the many ways Science and Me continues to inspire curiosity and open pathways to science for young people.

Please visit the Appendix for a full list of all funded projects from 2021 – 2026.



Royal Society of Chemistry: Broadening Horizons

Broadening Horizons in the Chemical Sciences aims to increase the retention and progression of Black and ethnic minority students and graduates in the chemical sciences through career routes in industry, innovation, and entrepreneurship.

- **Years:**
2023 – 2026
- **Total Funding:**
£80,000
- **Country:**
United Kingdom
- **Impact Areas:**
Careers Advice
Career Pathways
Diversity & Mobility

Science and Me has enabled **420 young people** to take part in the Broadening Horizons programme, through:

- **Site Visits:** 5 JM site visits allowed participants to experience a corporate environment and see laboratories in action.
- **Industry Placements:** 30 paid JM work placements allowed candidates to gain valuable workplace experience.
- **Mentorship:** 17 JM employees provided ongoing careers support and mentoring.

"This programme hasn't just given me a seat at tables I didn't know existed, it's shown me the scale of opportunities in chemistry, the direction to reach them, and the belief that I can."





ONYVA: Tara Outreach Centre STEM Lab

The primary focus of the TARA Outreach Centre is the educational well-being of children, particularly those from poor socio-economic backgrounds who have been forced to drop out of school at a young age to support their families and often face pressures such as early marriage for young girls.

- **Year:** 2024
- **Total Funding:** £8,964
- **Country:** India
- **Impact Areas:**
 - Attitudes of Young People
 - Inspiring Teachers & Teaching
 - Diversity & Mobility
 - Careers Advice

Science and Me funded the installation of a science lab and comprehensive education strategy for **50 students** that included:

- **STEM Kits:** 3 STEM kits enabled over 80 sessions covering 35 science experiments across topics like electricity and chemistry.
- **Teacher Training:** A training programme for 6 teachers covering science kit usage, safety protocols, and student-centred learning.

"This initiative has enabled children in underserved communities to engage with science in a tangible way – often for the very first time. Seeing curiosity turn into aspiration reaffirms how access to STEM can shape future pathways."





Macedonia2025: Improving science education

Macedonia2025's main goal is to empower science teachers from primary schools in North Macedonia by providing them with the skills, techniques, and resources needed to inspire their students' interest in science.

- **Years:** 2023 – 2025
- **Total Funding:** £52,005
- **Country:**
North Macedonia
- **Impact Areas:**
Attitudes of Young People
Inspiring Teachers & Teaching

Science and Me supported **5,843 students** and teachers across North Macedonia through:

- **Teacher Development:** Teachers received science kits and textbooks and took part in development workshops.
- **Regional Science Fairs:** Students showcased their projects in various scientific fields to their peers.

"My students felt like real scientists! They were thrilled to be part of such a large event and said it motivated them to explore science even more."





Young Men & Women in Charge: Science expo & day of service

Young Men & Women in Charge (YMWIC) prepares economically disadvantaged and historically underrepresented youth to become leaders in STEM. Of the scholars that took part in Science and Me activities, 72% were from lower income households, 51% were female, and 98% were from ethnic minorities.

- **Year:** 2025
- **Total Funding:** £8,025
- **Country:** United States
- **Impact Areas:**
Attitudes of Young People
Diversity & Mobility
Careers Advice

Science and Me allowed **278 scholars** to take part in enriching activities, including:

- **Annual Science Expo:** Scholars developed a research plan, lab report, project board, and presented and defended their projects.
- **Martin Luther King Day of Service:** Scholars toured a JM site, learned about personal branding and career opportunities, and completed mock interviews.

"I really enjoyed seeing my research grow from an idea to a real experiment and finding answers to my questions. This was an amazing experience, and I can't wait for next year!"





Institute of Engineering & Technology: FIRST® LEGO® League Challenge

FIRST® LEGO® League Challenge is a STEM, robotics, and life skills competition for children aged 9-16. It combines hands-on robotics, coding, and research challenges to develop problem-solving, teamwork, and creative skills.

- **Years:**
2024 – 2025
- **Total Funding:**
£34,761
- **Country:**
United Kingdom
- **Impact Area:**
Attitudes of Young People

Science and Me enabled **354 students** to take part in two FIRST® LEGO® League challenges through:

- **Entry Fees:** This covered challenge kits, models, and spaces at the tournament for 34 teams from 36 schools.
- **Personnel Support:** 38 JM employees volunteered as judges, referees, or general helpers at the tournament.

"All of the children grew in confidence from being included in this project and we could see signs of personal growth as a result of being part of this team."





Eastside Young Leaders Academy: Pathways into STEM

Eastside Young Leaders Academy (EYLA) is committed to nurturing the leadership potential of at-risk Black and ethnic minority youth. Their students typically live below the poverty line, in single-parent households, or with lived experience of drugs, alcohol, and violence.

- **Years:** 2022 – 2025
- **Total Funding:** £35,000
- **Country:** United Kingdom
- **Impact Area:** Attitudes of Young People
Career Pathways
Diversity & Mobility

Science and Me gave **950 students** access to STEM through several initiatives, including:

- **STEM Enrichment:** Maths tutoring, STEM sessions, STEM Boot Camps, and engineering challenges improved access to learning.
- **Personnel Support:** Visits to universities and JM sites provided access to mentoring and guidance on STEM pathways.

"Before this project I didn't think science was for people like me. Meeting scientists from JM showed me real jobs and real people who look like me. Now I'm choosing triple science GCSEs and thinking about becoming a chemical engineer."





Thank you for reading.

As we reflect on the first five years of Science and Me, we are incredibly proud of the volunteers, schools, young people, and partners who have made this journey possible.

The stories and achievements shared in this report demonstrate the power of investing in young people today, to contribute to a healthier world tomorrow.

We look forward to what the next five years will bring.



Appendix



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- **Mangorolla CIC (US - 2021): £20,000** of funding allowed 333 school students aged 10-18 to connect with 46 scientists through "I'm A Scientist" online chats. In total, 21 chat sessions took place which generated over 7,000 messages. 85% of the students were from priority Title I schools (which require and receive additional funding support from state and local education agencies).
- **Mangorolla CIC (UK - 2021): £20,000** of funding allowed 1,846 school students aged 10-18 to connect with 71 scientists through "I'm A Scientist" online chats. In total, 85 chat sessions took place which generated over 30,000 messages. 80% of the students were from priority schools with above average rates of free school meal provision and/or located >30 minutes from their nearest university.
- **Cambridge Science Centre (UK - 2021): £25,000** of funding delivered a programme of science engagement activities to 1,319 young people aged 9-13. Activities included two week-long school roadshows, three foodbank sessions, five school assembly shows, and a six-week STEM club.
- **Philadelphia Education Fund (US - 2021): £17,838** of funding delivered the "Johnson Matthey STEM Teaching Fellows Programme" – an intensive short-term teacher professional development series designed for 6th – 12th grade educators. 16 educators completed the programme and used the knowledge and skills gained to design an engaging STEM lesson plan to implement with their students.
- **Association for Black & Ethnic Minority Engineers (AFBE) (UK - 2021): £10,000** of funding allowed 80 young people aged 8-17 to take part in the NextGen Coding Club. Through weekly online sessions, participants were trained in HTML, CSS, and C/C++ languages, Scratch, and Arduino open-source IDE and development boards. Special emphasis was placed on young people from minority communities.
- **Education, Learning, Skills & Engagement (ELSA) (UK - 2021): £20,000** of funding supported the delivery of interactive STEM workshops for young people aged 12-18. The workshops targeted schools where students have social, emotional, or mental needs, those with physical and neurological impairment, or young people within or that have recently left the residential care system.

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- **Engineers Without Borders (UK - 2021): £20,000** of funding enabled 10,650 university students to take part in the “Engineering For People Design Challenge”. The challenge offered engineering briefs based on real-world problems, embedding a globally responsible awareness and moving students aware from pure theory-based education to real project-based learning.
- **Reading School (UK - 2021): £19,000** of funding allowed 600 primary school students aged 8-11 across 7 schools in Reading, UK to take part in “Science and Me” sessions. These sessions covered biology, physics, and chemistry, and allowed students to engage with practical activities to understand electrical circuits, microscopes, and chemical reactions.
- **DEVOXX4KIDS (South Africa - 2021): £20,000** of funding created a new afterschool class that teaches young people aged 10-16 how to code. 200 students from low-income households attended the class. Many students who had never touched a computer before left the class now able to do basic coding.
- **LEAP Science & Maths School (South Africa - 2022): £19,500** of funding established Spekboom (succulent) nurseries and Living Learning Laboratories at six LEAP schools. Students aged 10-15 used the labs to participate actively in the propagation of Spekboom, conduct experiments, and capture and analyse data. 66% of all LEAP students are female.
- **Robotics Workshops 4 Schools (UK - 2022): £20,000** of funding allowed students aged 8-13 to take part in 8-10 week STEM workshops. Activities included things like building a robot, coding the robot using Scratch, and learning about the various sensors attached to the robot and how to programme them.
- **Cambridge Science Centre (UK - 2022): £28,981** of funding delivered a 6-week inspirational STEM club and educational school roadshows for young people aged 10-15.
- **South African Institute of Physics (South Africa - 2022): £19,960** of funding empowered 172 high school physics and chemistry teachers from rural and disadvantaged schools by providing resources and workshops. A documentary and radio programme was also delivered to promote gender diversity in STEM.

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- **Eastside Young Leaders Academy (UK- 2022): £10,000** of funding enabled science workshops, projects, online talks, group visits, work experience placements, and mentoring for young people aged 8-16. The project primarily targeted Black African Caribbean children living below the poverty line, in insecure accommodation, in single-parent households, and with lived experience of drugs, alcohol, and violence.
- **Society of Chemists & Technologists of Macedonia (North Macedonia - 2022): £20,000** of funding modernized an existing Institute of Chemistry laboratory. With updated equipment and workshops for teachers, 300 students aged 12-18 were able to conduct experiments and prepare for competitions.
- **Mangorolla CIC (UK - 2023): £20,000** of funding allowed 729 school students aged 10-18 to connect with 39 scientists through "I'm A Scientist" online chats. 95% of students who participated were from priority schools and 75% were from underserved schools.
- **Philadelphia Education Fund (US - 2023): £20,000** of funding delivered the "Johnson Matthey STEM Teaching Fellows Programme" – an intensive short-term teacher professional development series designed for 6th – 12th grade educators. 8 educators completed the programme and used the knowledge and skills gained to design an engaging STEM lesson plan to implement with their students.
- **Royal Society of Chemistry – Broadening Horizons (UK - 2023): £20,000** of funding enabled a cohort of 79 Black and ethnic minority undergraduate and postgraduate students to explore career pathways in the chemicals industry through a taster event, corporate site visits, industry placements, and mentorship.
- **Freeman College (UK - 2023): £4,800** of funding enabled the school to take their A-Level and GCSE physics and chemistry students to attend "Science Live" talks in Cambridge and London, allowing all students to attend, regardless of their financial background.

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- **Haydonleigh Primary School (UK - 2023):** £5,000 of funding allowed the school to deliver their "Science Immersion Week", which included things like a Mobile Planetarium show, and workshops with professional scientists. Overall, the week influenced children's perception of what a scientist looks like, encouraging them to pursue science beyond primary school.
- **Macedonia2025 (North Macedonia - 2023):** £20,000 of funding contributed to the betterment of science education in North Macedonia through training workshops for primary school science teachers, teaching materials and educational resources, regional science fairs, and site visits. Many participating students came from socially and economically disadvantaged backgrounds, particularly from rural areas.
- **Royal Society of Chemistry – Broadening Horizons (UK- 2023):** £20,000 of funding enabled a cohort of 130 Black and ethnic minority undergraduate and postgraduate students to explore career pathways in the chemicals industry through a taster event, corporate site visits, industry placements, and mentorship.
- **Durham Lane Primary School (UK - 2024):** £4,584 of funding improved the school's "Science Capital" through technology, programmable devices, environmental projects, and STEM workshops.
- **Dr. South's CE Primary School (UK - 2024):** £4,584 of funding enriched students learning of chemistry and physics by providing industrial speakers, a visit to Science Oxford, and new educational equipment.
- **Sevier Country High School (US - 2024):** £4,900 of funding covered specific requests from faculty in the school's science department. This included things like geology rock kits, air tracks, digital microscopes, "Gizmos" experiment applications, and field trips that allowed students to compete regionally in the National Science Bowl competition.
- **Engineering Development Trust (UK - 2024):** £10,280 of funding delivered 4 hands-on STEM workshops, packed full of hands-on activities, for 360 students aged 11-13. Both schools have a high proportion of low-income students, a high number of students who receive free school meals, and whose first language is not English.

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- **Mangorolla CIC (UK - 2024): £12,000** of funding allowed 3,968 school students from 112 schools to connect with 30 scientists through "I'm A Scientist" online chats. In total, 176 chat sessions took place which generated over 56,000 lines of messages. 71% of participating schools were priority schools (widening participation schools or those distant from high education institutions).
- **Meridian Trust (UK - 2024): £4,993** of funding delivered a Science Festival for Year 8 students from 13 secondary schools, covered transport costs to attend the Trust Science Championships and an escape room event, and purchased iPads for 13 secondary schools. Overall, giving 2,380 students from a variety of backgrounds the ability to access high quality science enrichment.
- **Haydonleigh Primary School (UK - 2024): £2,500** of funding allowed the school to deliver their "Science Immersion Week" for 600 students, which included an Explorer Space Dome and workshops with professional scientists. The funding also paid for staff training on science enquiry skills. Overall, the week influenced children's perception of what a scientist looks like, encouraging them to pursue science beyond primary school.
- **Royal Society of Chemistry – Broadening Horizons (UK - 2024): £20,000** of funding enabled a cohort of 89 Black and ethnic minority undergraduate and postgraduate students to explore career pathways in the chemicals industry through a taster event, corporate site visits, industry placements, and mentorship.
- **Mangorolla CIC (UK - 2024): £10,000** of funding allowed 3,261 school students from 92 schools to connect with 28 scientists through "I'm A Scientist" online chats. 77% of participating schools were priority schools (widening participation schools or those distant from high education institutions).
- **ONYVA (India - 2024): £8,694** of funding enabled the installation of a science lab and comprehensive STEM education strategy at TARA Outreach Centres. These centres support underprivileged children, particularly those from lower socio-economic backgrounds who have been forced to drop out of school at a young age to support their families and young girls facing early marriage pressures.

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- **Eastside Young Leaders Academy (UK - 2024): £15,000** of funding delivered the "Pathways Into STEM" programme for 450 Black and ethnic minority youth aged 8-16, all from low-income families. The programme provided weekly specialist-led maths tuition, holiday maths and STEM boot camps, career insight activities, university enrichment days, and industrial site visits.
- **The Institute of Engineering & Technology (UK - 2024): £16,868** of funding enabled the delivery of the FIRST LEGO League Challenge, a global robotics and life skills competition for children aged 9-16. 17 teams from 20 schools in deprived areas were able to take part in this hands-on engineering project.
- **Hartburn Primary School (UK - 2024): £5,000** of funding replenished the school's science resources, trained 2 teachers, delivered a Science Week, and provided transport to science events.
- **Macedonia2025 (North Macedonia - 2024): £20,000** of funding contributed to the betterment of science education in North Macedonia through training workshops for primary school science teachers, teaching materials, regional science fairs, site visits, a mentorship programme, and "Science for the Future" promotional campaign.
- **St. Francis C of E Primary School (UK - 2024): £5,000** of funding promoted science across the primary school and nursery through an interactive science week promoting hands-on learning via egg-drop parachute activities, lava lamp exercises, and robotics/circuits experiments.
- **Windsor Fellowship (UK - 2024): £7,500** of funding supported the delivery of a programme aimed at building career skills and expanding networks for STEM employment. 124 young people took part in career skills workshops, "Insight Into STEM" sessions, mentoring, mock assessments, and work experiences. 80% of participants were Black or ethnic minorities and 69% were female.
- **University of York CIEC (UK - 2024): £14,487** of funding developed practical science activities for 390 young people aged 9-11. This included a workshop by the Centre for Industry Education Collaboration (CIEC) that included activities focused on sustainable fuels along with professional development and science equipment for teachers.

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- **Young Men & Women in Charge (US - 2025): £8,025** of funding delivered the annual Science Expo, where 275 scholars presented their research-based projects. It also supported the Martin Luther King Jr. Day of Service, where young people participated in site visits, mock interviews, and networking. 51% of the scholars were female, 72% from lower income households, and 98% were Black or ethnic minorities.
- **The Institute of Engineering & Technology (UK - 2025): £17,893** of funding enabled the delivery of the FIRST LEGO League Challenge, a global robotics and life skills competition for children aged 9-16. 17 teams from 16 schools in deprived areas were able to take part in this hands-on engineering project.
- **Royal Society of Chemistry – Broadening Horizons (UK - 2025): £20,000** of funding enabled a cohort of Black and ethnic minority undergraduate and postgraduate students to explore career pathways in the chemicals industry through a taster event, corporate site visits, industry placements, and mentorship.
- **Young Climate Warriors (UK - 2025): £9,500** of funding enabled climate discussions at schools across the UK. Educational resources and assemblies were delivered, all of which are designed to advance climate literacy, support understanding, and build engagement and empowerment.
- **Whale Hill Primary School (UK - 2025): £5,000** of funding contributed to STEM enhancement activities at the school, including robotics workshops, flight simulator experiences, microcontroller kits, living egg experiments, and field trips to Owl Centres.
- **Magic Bus India Foundation (India - 2025): £19,997** of funding helped to empower underserved adolescents aged 10-15 in low-income schools with STEM-based future skills. This included setting up STEM labs in schools, mini-projects, and a student-led science fair.
- **Macedonia2025 (North Macedonia - 2025): £12,005** of funding contributed to the betterment of science education in North Macedonia through training workshops for primary school science teachers, teaching materials, regional science fairs, site visits, and "Science for the Future" promotional campaign.

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- **Dr. South's CE Primary School (UK - 2025): £2,700** of funding enriched students learning of chemistry and physics by providing industrial speakers, a visit to Science Oxford, and new educational equipment.
- **Lightyear Foundation (UK - 2025): £15,000** of funding created opportunities for disabled and neurodivergent young people to engage with the world of science, through hands-on workshops, immersive sensory experiences, work inspiration trips, training, and "Celebrating STEM Stories" campaigns.
- **Mangorolla CIC (UK - 2025): £10,000** of funding allowed school students from multiple schools to connect with professional scientists through "I'm A Scientist" online chats. Priority schools (widening participation schools or those distant from high education institutions) are specifically targeted.
- **Eastside Young Leaders Academy (UK - 2025): £10,000** of funding delivered the "Pathways Into STEM" programme for Black and ethnic minority youth aged 8-16 from low-income families. The programme provided weekly specialist-led maths tuition, holiday maths and STEM boot camps, career insight activities, university enrichment days, and industrial site visits.
- **SJK T Ladang Serkam (Malaysia - 2025): £3,000** of funding purchased an EcoNet 65" Multi Touch Education System (Smart Board) for a classroom of 31 students with limited lab and tech resources.
- **Foundation KANTAROT (North Macedonia - 2025): £5,000** of funding designed, assembled, and distributed 200 science kits for children in rural and remote schools across North Macedonia where access to science resources and extracurricular opportunities is limited or non-existent. These kits include simple, but engaging, science experiments covering basic principles of physics, chemistry, and biology.
- **Idnina Primary School for Atypical Development (North Macedonia - 2025): £5,000** of funding created equal opportunities for students with special needs (including physical, mental, and emotional disabilities) to access STEM education. This included equipping two inclusive classrooms and 24 open classes, creating educational materials, and implementing 12 educational workshops for teachers and parents.