TAIPEI EUROPEAN SCHOOL

Sustainability Strategy 2023-2026

Photo credit: Alicia Chiang

Contents

Acknowledgements

Sustainable development is defined as "development that satisfies the requirements of the present without jeopardising future generations' ability to meet their own needs",(Brundtland,1987), and it has been adopted internationally to address pressing climate change issues. Often only associated with environmental protection, sustainability addresses more than that; it encompasses areas of the environment, society, education, ethics and engagement, all of which align with the vision, mission and values of the Taipei European School (TES).

Primary and Secondary School students have developed the TES sustainability strategy under the guidance of Mr Stewart Redden, Head of the British Secondary and High School Section and Ms Yaling Chou at the Primary School. This strategy was put in place to improve sustainability within the TES community.

Introduction from the CEO

The Taipei European School's Mission states that the learning it provides cultivates students to be responsible global citizens who are ready to rise to the challenges of the future. The TES Vision places importance on our students making a positive difference in local, national and global environments. Therefore, I am proud of the groundwork our students have achieved to support the environmental initiatives we have already initiated and continue to work on. At the same time, we are putting in place a structure that will allow us to go forward and comprehensively reduce our impact on the environment.

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The future demands that we actively address the economic, environmental, and social challenges that loom over our era and the ones that follow. Recognising that our choices now shape the world of tomorrow, we aim to work together at TES with our Sustainability Strategy to develop into a school that works in harmony with nature and the environment.

This strategy acts as a connecting network from our youngest kindergarteners to our senior students extending to our administrative and operational departments. It guides us towards a shared vision. The strategy champions transparency in discussing challenges and provides a framework for solution-seeking. Importantly, it catalyses change.

It fills us with immense pride to share that this strategy was developed by our students. Their dedication, research, and effort are commendable. To all students who contributed, we appreciate the challenge you have taken on and we are impressed with the work you have produced. The Taipei European School fully endorses this initiative.

Background

Within the TES community, a number of sustainable practices and operations have been implemented, but an overarching strategy did not exist. To enable us to reduce our impact on the environment a shared vision for sustainability that permeates the entire school is needed to ensure that we become a sustainable organisation. Our strategy is framed under four pillars with goals and strategies to cultivate our approach to carbon neutrality. During its development, the group received input from the diverse stakeholders across our community — primary students, secondary students, and teachers; this multifaceted strategy built with a common vision is intended to create a long-lasting connection between the TES community and sustainability while fostering a better school environment for future generations.

This strategy focuses on developing the good work already done in regard to environmental endeavours while implementing new plans to contribute to the wellness of our students while reducing our impact on the environment. The strategy strongly aligns with the TES' Mission Statement that subscribes to in terms of the education it provides and its operations to, "Do well by doing good", aligned with a social and environmental mission to use technology responsibly and foster harmony between digital output, waste, and its ecological impacts. Not only does this commit us to progress in the school community, but it also allies us with the needs of the local community.

Sustainability at TES

Before the creation of the strategy, TES had sustainability initiatives at the different campuses, these included gardens and student-led initiatives to become more environmentally responsible while lessening our impact on the environment.

In the Primary school, there is an eco-committee, which involves parents, students and teachers across the three sections in leading the primary school to achieve sustainability initiatives, including the Eco-Schools Award in 2020. The primary school has a garden and has consulted external experts to ensure that the garden has the potential to develop into something greater. As of the end of the 2022 - 2023 School Year, a vegan cookbook has been published for students, promoting and encouraging students to get acquainted with veganism.

In Secondary School, sustainability has been referenced in our IB MYP and IB DP/CP curriculum. Students and teachers are environmentally conscious in their day-to-day lives with small practices such as paper recycling bins in classrooms and remembering to turn off electrical devices in the school. The secondary school has a garden club, the Green Thumbs, which has steadily expanded throughout each academic year. In addition, solar panels have been installed on the roof of the new phase 3 building. In terms of social aspects of sustainability, students have the opportunity to participate in student councils and make a difference within the school.

students do finish their lunch.

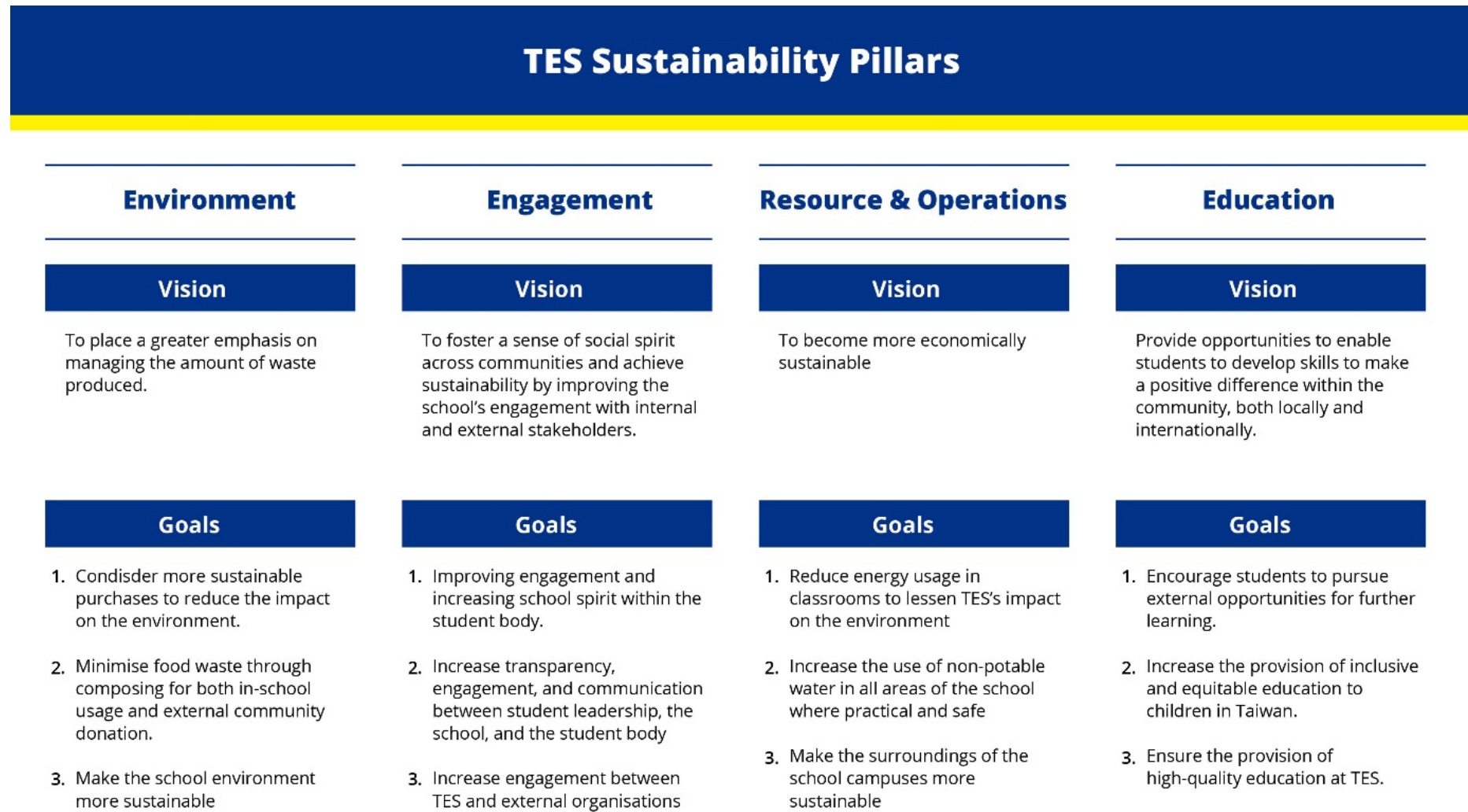A summary of the baseline survey data can be found in the appendix.

- **The Development of the Strategy**

The development of the TES Sustainability Strategy was assisted by CKP sustainability consultants, through sessions on Zoom with the team in school and by providing external consultation sessions to advise on writing the strategy. At first, the group established the definition and goal of sustainability at our school to create a concrete understanding of the entire project. Later on, we conducted stakeholder engagement with various key stakeholders around the school to gain insight into the various aspects of sustainability at TES. The strategy was drafted based on our final presentation, with some major editing and writing happening remotely between the different groups responsible for the different pillars.

Timeline for the Development of the Strategy

November 19 2022 (Session I)	Introduction to the programme and thorough look at the various aspects of TES that relate to sustainability
December 3 2022 (Session II)	Establishment of Pillars of Sustainability and Introduction to Stakeholder Engagement. Students carried out various stakeholder engagements and compiled the information using slide decks presented at Session III.
February 4 2023 (Session III)	Consolidating the Goals, Strategies and Visions and Establishment of Relevant Constraints and Issues.
March 4 2023 (Session IV)	Commencement of the drafting of the report
May 30 2023	Meeting with HSBC Taiwan''s Chief Operating Officer, Chief Risk Officer, and Chief Sustainability Officer
June 8 2023	Final Approval of Strategy and Official Launch of Report
June 9 2023	Student Presentation on Environmental Week.

Strategy Diagram

TES Sustainability Pillars

Environment	Engagement	Resource & Operations	Education
Vision	**Vision**	**Vision**	**Vision**
To place a greater emphasis on managing the amount of waste produced.	To foster a sense of social spirit across communities and achieve sustainability by improving the school's engagement with internal and external stakeholders.	To become more economically sustainable	Provide opportunities to enable students to develop skills to make a positive difference within the community, both locally and internationally.
Goals	**Goals**	**Goals**	**Goals**
1. Condisder more sustainable purchases to reduce the impact on the environment. 2. Minimise food waste through composing for both in-school usage and external community donation. 3. Make the school environment more sustainable	1. Improving engagement and increasing school spirit within the student body. 2. Increase transparency, engagement, and communication between student leadership, the school, and the student body 3. Increase engagement between TES and external organisations	1. Reduce energy usage in classrooms to lessen TES's impact on the environment 2. Increase the use of non-potable water in all areas of the school where practical and safe 3. Make the surroundings of the school campuses more sustainable	1. Encourage students to pursue external opportunities for further learning. 2. Increase the provision of inclusive and equitable education to children in Taiwan. 3. Ensure the provision of high-quality education at TES.

Explanation of the Four Pillars

- **Environment:**

  Developing the pre-existing systems for recycling, while creating new systems, and organising more environmentally conscious purchases. This pillar focuses on building on progress, such as increasing the green cover of the campuses and evolving longer-term solutions to sustainability at TES. The goals will create a concrete system for sustainable success in school.

- **Engagement:**

  As in all schools, engagement plays a major role in the mindset and habits of the students, whether it is students engaging in extracurricular activities or the school engaging with others and close-by communities. Thus, we decided to base our second pillar on engagement and devise strategies to strengthen and improve this across the TES community and beyond.

- **Resource and Operations:**

  The Resource and Operations Pillar aims to extensively explore how to blend traditional and non-traditional sustainability practices, such as developing groundwater storage systems, merged with micro policies such as maximum heating and cooling ranges to regulate energy consumption. Energy-efficient mechanisms like ventilation check-ups, insulation reviews etc., will be used as vital instruments for revamping our energy outflows to be aligned with sustainable methodologies.

- **Education:**

  Educating the students and community of today is fundamental to solidifying a school-wide vision for sustainability. The education pillar focuses on improving student agency in the school while developing a positive interest in sustainable development. The main goal of the pillar is to build strong habits within the students and cultivate student groups to do more specialised sustainability work. With that will also come building partnerships with external organisations to support the sustainable work done at TES.

Environment

- **Background**

  The primary campus has been awarded an Eco-School Green Flag Award and has an active CCA Gardening club. The No Litter Weeks on campus aim to ensure students place litter in the correct recycling bins and keep the campus tidy. Other initiatives include green walls with plants to provide a greener campus for student well-being.

  The secondary campus has a garden at the back of the school, small green lawns and trees in the courtyard area of Phase 3 and around Phase 2. The Gardening Club, known as the Green Thumbs, has maintained the school garden for two years. The Club has focused on improving soil quality, planting vegetation around the school, creating their own fertilizer and creating an organic garden at the back of the Phase 1 building.

TES has a 1:1 device policy, and the sustainability of this practice needs to be evaluated in light of the lifecycle and efficiency of these devices and the personal choices afforded to students and parents.

- **Considerations**

  It is important that student agency must be utilised to gain deeper insight into sustainable development at our school, particularly in waste management. The school's pre-existing policies must also be kept in mind when implementing this pillar. To avoid over-generalisation, policies should remain as open as possible for students but still have some control from the rest of the community to ensure that a sustainable end goal is reached. The question of updating and publicising greenhouse inventories and other sustainability data can be integrated into the engagement of the student body,

- **Working Vision**

  To place a greater emphasis on managing the amount of waste produced.

Goal 1	Consider more sustainable purchases to reduce the impact on the environment.
Strategy 1.1	Have an electronic device programme that lessens the school's impact on the environment.
Goal 2	Make the school environment more sustainable.
Strategy 2.1	Increase the percentage of green cover around the school while also opening opportunities for students to work on a green cover project.
Goal 3	Minimise food waste through composting for both in-school usage and external community donation.
Strategy 3.1	Compost Food Waste for school uses and potentially create partnerships with other schools to donate compost to other farms.

- **Constraints**

Constraints/Concerns	Description	Proposed Solution
Approval for Change in Policy	To change policies to accommodate more sustainable purchasing, various policies need to be altered, which may not be possible due to pre-existing policies.	With respect to 1:1 devices, the school can run both programmes to cater to the needs of all students. A specification could be released to all new students or students coming to the ESC from the EPC so all devices have similar capabilities and all students can complete their work.
Communication for Compost Donation	It is unknown whether any organization has been contacted or whether compost yield will increase to a point where donating compost at our school is necessary.	Investigate collaborating with the gardening club and communicating with external organisations in Taiwan in the vicinity of the school to find opportunities, as well as creating trial runs to ensure that this strategy is implemented smoothly
Student Participation Some students are unaware of the	Some students are unaware of the gardening facilities at the school, so any operations relying on student participation may not attract a sufficient number of students..	Communication through student bulletins and key teachers would broadcast this opportunity to students. The activity can also be advertised as an opportunity for service..
School Space Space is limited, and most spaces	Space is limited, and most spaces have designated functions. For example, basketball courts, evacuation areas etc.	Investigate areas around the school that can be used for greenery.

Engagement

- **Background**

The biggest existing initiative with regard to student engagement at TES is the House/Tribe system, where staff award points to students. Across the school community, four houses in secondary school and four tribes in primary school strengthen school spirit through friendly competition. Many students participate in the friendly competition, creating an outlet for collaboration for sustainability at TES.

The student leadership organisations (student councils, head students, house captains, sports leaders, music leaders and other student-led clubs) are another source of engagement from the student body for the school. Through participation, students can be involved in significant activities that would influence the school, like field trips, community service events and clubs, guest speaker visits, and other events.

Regarding sustainability specifically, awareness within our school community is high, but we are constrained the current levels of engagement in carrying out sustainable practices, including the usage of air conditioning, paper consumption, and energy usage.

- **Considerations**

Creating intrinsic motivations for our students to engage with the school is the best method to boost engagement. As the house/tribe system of our school is a foundational element to our school's identity, it can be used as a source of motivation through friendly competition between students. A student's exploration of their interest and passion is an effective gateway for engagement with respective clubs, other students, and outside stakeholders. This is particularly true for communication between the general student body and leadership organisations which could be strengthened for our students.

- **Working Vision**

To foster a sense of social spirit across communities and achieve sustainability by improving the school's engagement with internal and external stakeholders.

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- **Goals & Strategies**

Goal 1	Improving engagement and increasing school spirit within the student body.
Strategy 1.1	Host sustainability-related activities and other contests including regular public forums for all
Goal 2	Increase transparency, engagement, and communication between student leadership, the school, and the student body.
Strategy 2.1	Introduce a centralised platform where students can access relevant information
Goal 3	Increase engagement between TES and external organisations.
Strategy 3.1	Partner with local organisations and businesses through the hosting of events (workshops, activities - including learning journeys, and joint initiatives)

- **Constraints**

Constraints/Concerns	Description	Proposed Solution
Raising Spirit	Student spirit could be developed more despite many activities being hosted to boost the spirit of engagement.	Communicating with students through online communication, like the Student Bulletin and assemblies to ensure maximum efficiency in communication so that participation in events can raise the spirit to support sustainable initiatives.
Transition Period	A successful transition into a completely sustainable work and learning environment for teachers and students will take a while as we need to form sustainable habits.	Establish a regular feedback system to ensure that the transition is successful. Additionally, prioritising feedback and concerns from the active TES sustainability community will foster a more supportive transition period to greater sustainability.

Constraints/Concerns	Description	Proposed Solution
Finding External Organisations	It may take a while to connect with new external organisations as we currently have commitments to the existing organisations that we are using. It may also take time to convince the organisations that we are working with to improve their sustainability practices.	Search for companies with specific social responsibility programmes for sustainability or recognized sustainability certification.

Resources and Operations

- **Background**

  On the primary campus, the EPC Gardening Club has a watering system for its trees and plants. Other uses for rainwater collection could also be explored.

  The water used to irrigate the plants in the ESC garden comes from the mains water supply. This, quantifiably, is unsustainable in its essence. After a thorough interview with the Green Thumbs gardening team (the sole gardening club in our secondary school), member constituents agreed on the suggestion of integrating collected rainwater to irrigate their plants. In response to this issue, the strategy includes creating a structure that could capture rainwater for the garden's irrigation.

- **Considerations**

  The harvesting of rainwater is tactical but requires heavy maintenance, renewal of particular segments of machinery, and advice towards how to handle the water rationally. The various energy-related policies will require some approval from the leadership team in the organisation. It is important to consider the time needed to implement a system such as the groundwater sponge city approach and its associated costs properly.

- **Working Vision**

  To become more economically sustainable

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- **Goals & Strategies**

Goal 1	Reduce energy usage in classrooms to lessen TES's impact on the environment.
Strategy 1.1	Establish an AC & Heating Minimum and Maximum Policy at our school, as well as bimonthly energy audits
Goal 2	Increase the use of non-potable water in all areas of the school where practical and safe.
Strategy 2.1	Creation of rainwater collection and repurposing of non-potable water in school
Goal 3	Make the surroundings of the school campuses more sustainable.
Strategy 3.1	Implement a new water tank system to allow most of the ground surface water to be collected

- **Constraints**

Constraints/Concerns	Description	Proposed Solution
Time	Education is the priority of this institution. Patience will be required as long-term projects can take time to yield positive results and stakeholders may lose interest.	Ensure that our overall strategy has a mix of long-term and short-term goals
Student Interest	It is challenging to motivate students to continue to commit alongside their other commitments.	Package the experience as a CCA or Certification/Community Service. Advertise as a resume-enhancing experience.

Constraints/Concerns	Description	Proposed Solution
Collecting Feedback	Counterbalancing private projects and community/school concerns is vital to maintaining health and safety standards.	This can be achieved in two respects: sending monthly online forms to the school for feedback on the efficiency and conditions of our sustainability methods to create a census and feedback procedure, particularly topical to the commencing of such large-scale operations. The sustainability team will process feedback and student leaders will inform the school of possible alterations, depending on the scale of the procedure. A community forum can also be promulgated to collect feedback, and the same responses to the community will be provided.

Education

- **Background**

  At TES, we strive to offer equitable education and promote lifelong learning for all genders, races, and ages. Moreover, we aspire to be more inclusive in our community, not only in terms of environmental sustainability but also in terms of academics. We aim to offer our students more opportunities to participate in international competitions and projects. Additionally, we seek to involve our students in educating children in our community who lack proper access to education. Furthermore, we will conduct questionnaires with students to gather feedback on teachers' teaching styles. By taking these steps, we ensure that the finest education is offered to TES students and our community.

- **Considerations**

  We must consider student interest towards sustainability in our organisation while also developing educational quality. The school should consider the impact of its actions before implementation in the form of due diligence with regard to sustainability and the United Nations Sustainability Development Goals.

- **Working Vision**

  Provide opportunities to enable students to develop skills to make a positive difference within the community, both locally and internationally.

- **Goals & Strategies**

Goal 1	Encourage students to pursue external opportunities for further learning.
Strategy 1.1	Through connecting with external organisations, students will be encouraged to join external opportunities and projects to further develop their skills and interests
Goal 2	Increase the provision of inclusive and equitable education to children in Taiwan.
Strategy 2.1	Allow students to reach out to other students in the community and educate others
Goal 3	Ensure the provision of high-quality education at TES.
Strategy 3.1	A system which allows teachers to reflect on their own personal development in teaching as well as allow students to give their own feedback for growth purposes

- **Constraints**

Constraints/Concerns	Description	Proposed Solution
Difficulty gathering accurate data	Education is the priority of this institution. Patience will be required as long-term projects can take time to yield positive results and stakeholders may lose interest.	Ensure that there is a large sample population of the survey to lead to fewer inaccuracies
Communication with external organisations for competitions	It may be difficult to connect with competitions globally to give students the appropriate opportunities	Collaboration and Consultation of Other Schools in the area to gather advice and to develop our system further
The effects of ensuring quality education is not clear	It is hard to measure the quality of education in any form	This can be achieved in two respects: sending monthly online forms to the school for feedback on the efficiency and conditions of our sustainability methods to create a census and feedback procedure, particularly topical to the commencing of such large-scale operations. The sustainability team will process feedback and student leaders will inform the school of possible alterations, depending on the scale of the procedure. A community forum can also be promulgated to collect feedback, and the same responses to the community will be provided.

Links to the United Nations' Sustainability Development Goals

1. Community network - Partnership for the Goals (Goal 17)

2. Fair voices - Peace, Justice, and Strong Institutions (Goal 16)

3. Inclusivity in Environmental Education - Peace, Justice, and Strong Institutions (Goal 16)

4. Consulting Expertise Knowledge - Quality Education (Goal 4)

5. Energy conservation - Industry, Innovation and Infrastructure (Goal 9)

6. Water irrigation - Clean water and sanitation (Goal 6)

7. Electricity sector - Responsible Consumption and Production (Goal 12)

Environment Pillar Related SDGs

- **GOAL 15: Life on Land**

  The promotion of increasing green cover in our schools as well as develop the surroundings to pertain sustainability relate well to the SDG of Life on Land, which promotes the protection of our current surroundings. The target of promoting diversity is shared with this goal as our green cover project will include growing local flora in the school to fit better with the natural environment of YangMingShan. By integrating more local plant life, we would also be developing ecosystems and biodiversity in our area, which relates to Target 15.4 Additionally, on a larger scale, by funding this strategy, the school will fit the target of 15, which is to mobilise financial resources to conserve biodiversity and sustainably use ecosystems

- **GOAL 12: Responsible Consumption and Production**

  The 12th UN SDG sets the target of reducing waste generation through reducing, recycling and reusing materials. Our plan is to invest more resources into developing recycling systems at TES. The SDG targets also involve reducing food waste from consumption at a consumer level, which we can connect to our strategies to reduce wastage as a whole. This connection to the UN SDGs provides motivation for the entire school. community to not only achieve KPIs set by our own strategy by creating an impact that links to the greater world.

Engagement Pillar Related SDGs

- **Goal 17: Partnerships for the Goals.**

  Not only does the school community value awareness and spirit in the student body, but we also value the school's external relationships. By cultivating engagement between TES external stakeholders by partnering with local organisations and businesses by hosting outer-school events such as workshops, learning journeys, and joint initiatives for students.

We believe that doing so is important as events like these would stretch to a wider audience of students and stakeholders, further increasing overall engagement and sustainable practices. Additionally, this can benefit our students through unique experiences, the environment through sustainable events, and the community by working with social organisations.

- **Goal 16: Peace, Justice and Strong Institutions.**

  At TES, inclusiveness is equally important to us as a community of both students and teachers. Therefore, by creating a platform for student voice, we aim to promote inclusivity so all students are included. The goal is to enhance social sustainability within our community by empowering people and strong institutions within the school.

Resources & Operations Pillar Related SDGs

- **GOAL 6: Clean Water and Sanitation**

  It is often that the quantity of resource output we attempt to minimise that the quality of input is degraded in its own right, for cleansed water is necessary to cater to the minimal volume of water the school sets out to attain by the end of 2025. One of the observations was the ubiquitous nature of water disposal sites but less water fountains and increased rain patterns in the mountains of Yangmingshan. Due to the rich resource of precipitation endowed to the school's low-level land, incoming floods instead make an opportunity for redirection. Rainwater instalments and sterilising irrigation mechanisms effectively purify water to make it fit for purpose, and of course, filtered with leaf screens and other similar structures - overall,

  the programme's target is to align itself with the UN's recommendation for sustainably refreshing and replenishing the water disposed on an hourly basis, a weekly execution that parallels the goals of health, safety, and the organic extraction of natural resource to fuel internal demand. By definition, this goes to show the filtration of water, when done well, can go above and beyond student use but also subsidise the dwindling, if not tainted, supply of water available for the gardening committee.

- **GOAL 12: Responsible Consumption and Production**

  The strategies encompassed within the Resource and Operations pillar of the report focused largely on the conservation of resources, specifically electricity. This idea is connected with reducing consumption and encouraging more responsible energy usage through a school-wide policy. The UN's twelfth SDG: Responsible Consumption and Production, has specific targets, including ideas about substantially reducing the waste produced through reduction and other ways, which connects well to our strategy. Another specific overall target featured by the SDG is encouraging the adoption of sustainable practices while also integrating sustainable information in reporting. This deeply resonates with the entire process of strategy creation for our community and the crucial steps in reporting our results in various forms of communication in the entire process.

Education Pillar Related SDGs

- **Goal 4: Quality Education**

    The 4th SDG was heavily referenced in the development of the Education Pillar, as many of the targets and indicators that the UN promoted were adapted to fit our setting. The strategies to ensure educational quality is maintained in the organisation and the strategy to ensure that quality of education is shared throughout the community relate to the targets set by the UN for education that promotes sustainable development. Despite the strategies not fully specific on sustainability, the steps to ensure a high quality of education are created by promoting an effective learning environment for all, which is referenced in Target 4.a.

    Other related Goal 4 targets include the opportunity to encourage students to pursue competitions outside of school, this is targeted at not only school related subjects but also skills. This connects to the Target 4.4 of the UN SDGs.

- **How to use and implement the strategy?**

    The TES Sustainability Strategy 2023-2026 will be a reference for the organisation's

    sustainable development. The implementation of the strategy will be over the course of 3 years, and during the third year, a review will be conducted to ensure that the effect and progress of the strategy are positive for the school.

    For all the pillars, the first step will encompass conducting various audits and stakeholder engagement to understand the current situation before implementation. This will also include the collection of quantitative data. If necessary, this should be followed by a trial implementation to gain feedback and potentially adapt our strategies to be more effective.

    As for the aspects of the school related to social sustainability, we expect to see an overall increase in clubs, contests and excursions regarding sustainability and more students/staff participating in sustainable practices.

Review Cycle

The strategy will be implemented in the following two years. During the 2025 -26 academic year, the strategy will be reviewed and updated. From then on, the strategy will be periodically reviewed and renewed every 3 years.

References

Brundtland, G. 1987. Report of the World Commission on Environment and Development: Our Common Future. [online] Available at: http://www.un-documents.net/our-common-future.pdf [Accessed 18 June 2019].

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Appendix

- **Baseline and survey data**

  1. **Resource & Operations**
     - Faculty Survey - 45 Surveyed Staff
     - Paper Recycling

       37.8% of Teachers' classrooms contain recycling boxes/bins

       28.9% of Teachers believe that none of the paper used by them is recycled

  2. **Electricity Usage**
     - 51.1% of Teachers always remember to turn off the lights in their classroom
     - 60% of Teachers always remember to turn off the heating/air conditioning system in their classroom
     - 35.6% of Teachers always remember to turn off other electrical devices in their classroom

  3. **Digital Learning**

     6.7% of Teachers have fully digital learning in their classrooms

  4. **Interest in Recycling**
     - Student Survey - 74 Surveyed Students

       25.7% of Students are slightly strongly interested in sustainability

       13.5% of Students are very strongly interested in sustainability

       17.6% of Students are not interested at all in sustainability
     - The rest of the students (43.2%) surveyed had varying interests between quite strong and strongly interested in sustainability.

  5. **Satisfaction with recycling**

     On a Scale of 1-10, 55.5% of students felt that recycling was on the lower side of the scale.

  6. **Usage of Paper**

     All students still largely use paper - with 74.3% using more than five sheets of paper weekly.

  7. **The temperature in the Classrooms**

     54% of students found their classroom was too hot/too cold 3-5 days a week.

  8. **Education**

     Food Waste Survey - All of K2 Students (360 Students surveyed)

9. **Food Waste**

50% of students bring their own lunch, other 50% eat school lunch

75% of students who brought their own lunch finished it

73% of students who eat school lunch would like to bring home lunch

68% of students who eat school lunch don't finish it, and 32% of school-lunch-eating

Explanatory notes

Pillar: **Environment**		
Vision: Place a greater emphasis on managing the amount of waste which is produced		
Goal	**Strategy**	**KPIs**
1. Consider More Conscious Purchases to reduce impact	Have a device programme that lessens the school's impact on the environment.	Allow students to bring personal devices by 2025
2. Make the school environment more sustainable	Increase the percentage of green cover around the school while also opening opportunities for students to work on the green cover project	In the next 5 years, 25% of previously not-green areas of the school should be converted to green areas with the support of the Green Thumbs
3 Minimise Food Waste through composting for in-school usage and external community donation	Compost Food Waste for school uses and potentially create partnerships with other schools to donate composts to other farms	Amount of Food Waste should decrease by 10% after 6 months of implementation

Pillar: Engagement

Vision: To foster a sense of social spirit across communities and achieve sustainability

	Goal	Strategy	KPIs
1.	Improving engagement & increasing spirit within the student body	Host sustainability-Related contests including regular public forums for everyone	Contests held bimonthly with a 3 percent increase in participation each month
2.	Increasetransparency, engagement, and communication between student leadership, the school and the student body	Introduce a centralized platform where students can access relevant information	Platform receives 500 visits per day
3	Increasing engagement between TES and external actors	Partner with local organisations and businesses through the hosting of events (workshops, activities - including learning journeys, and joint initiatives)	One partnership within five months after implementation

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Pillar: **Resources and Operations**		
Vision: To become more economically sustainable		
Goal	**Strategy**	**KPIs**
1. Reduce Energy Usage in Classrooms to encourage a more sustainable energy environment in school	Establish an AC & Heating Minimum and Maximum Policy at our school	The minimum temperature and maximum temperature should be in place by the next year, there should be a 30% reduction in current electricity usage in the next five years.
2. Curtail capacity of water waste through the channel of non-potable water to all areas of the school.	Creation of Rainwater collection and repurposing of non-potable water in school.	In the next 5 years, the amount of rainwater collected from the collection area should be able to support 50% of the Green Thumbs Operations
3 Make the surroundings of the school more sustainable.	Implement a new water tank and allow most of the ground surface water to be collected and directed to the water tank.	To be able to collect 75% of the ground surface water in the next five years.

Pillar: Education

Vision: Provide opportunities to enable students to develop skills to create positive impacts on the community

	Goal	Strategy	KPIs
1.	Encourage Students to pursue external opportunities to further learning	Through connecting with external organisations, students will be encouraged to join external opportunities and projects to develop their skills and interests further	20% increase in students participate in projects that further their learning with yearly opportunities to showcase work done
2.	Ensure inclusive and equitable quality education is provided to children in Taiwan	Allow students to reach out to other students in the community and educate others ad develop quality education	Students aim to educate other students once per month.
3	Ensure education quality	A system which allows teachers to reflect on their own personal development in teaching as well as allow students to give their own feedback for growth purposes	This should be conducted every semester, and teachers should meet amongst themselves to and discuss improvement routes

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