

ISS Eco - Sustainability Audit

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Completed by: eco-comittee@iss.edu.rs

The International Eco-School

The International School strives to approach students as lifelong learners. In order to prepare them to become citizens of the world, the school not only enables students to have academic competencies, but also provides them with skills on how to become communicators and active participants in the world around them. For this reason, the International School, together with its students, strives to make its surroundings a better place.



The International School acts in compliance with the strict regulations set by the **Foundation for Environmental Education (FEE)**, whose goal is to encourage and involve people in the preservation and development of our natural environment through educational activities.

In order to adhere to these strict rules and contribute to making this world a better place, the International School keeps its daily activities environmentally friendly by:

- using modern technologies in its classes and administrative work. As a “paperless school” it makes sure that no trees are cut on its behalf because deforestation is one of the biggest environmental concerns of our time;



International School

- being a modern and well-insulated building. It uses its energy efficiently, making sure that none of it goes to waste;
- having sensors that regulate heat emission and accordingly adjust the indoor temperature so that the school's carbon footprint is kept at the lowest rate;
- employing a lighting system especially designed to be energy efficient: energy-saving light bulbs and movement sensors which regulate the use of power in each classroom;
- using ergonomic furniture and equipment, chairs whose height can be adjusted to that of the student, which improves their posture and promotes a healthy lifestyle.



Creative teaching and interdisciplinary lessons allow our students to learn about environmentalism through different kinds of fun, creative and interactive activities like: keeping track of how much energy is wasted, exploring the possibilities of using natural and renewable resources, learning about endangered species, conservation measures, polluted regions and environmentally friendly countries, exploring chemical formulas of greenhouse gasses and the ways to decrease their emission.

As it cultivates the awareness and worldview of students through education, the International School provides them with the necessary insight into why environmental protection is



important, now more so than ever. By implementing existing techniques, tweaking them and seeking out new and better solutions and innovative approaches, students are encouraged to do their part for our planet by taking part in simple yet significant efforts to preserve our natural resources. All of our students are active participants in their own education process. This is why the International School has its own Eco-Committee. The International School's Eco-Committee focuses on raising awareness about the following issues: climate change, flora and fauna conservation, the efficient use of energy, the consequences of waste and importance of recycling, alternative forms of transportation, the importance of clean water as a natural resource as well as the global consequences of individual actions.

Meet the Chairpersons of our Eco-Committee : Aleksandra Ivanović and Lana Lukić

The International School's Eco-Committee is in charge of conducting a sustainability audit at the beginning and at the end of the school year. According to their analysis of the school's compliance with the ecological regulations, the Action Plan is made. In their regular meetings, our Eco-Committee evaluates the actions taken by all the people in the school community and beyond. This way, the International School, its students, teachers and all other associates make sure that their actions have a positive effect on the environment and that they raise the awareness of the people around them about the importance of such efforts.







Aleksandra
Ivanović







Lana Lukić

Issues that this report encompasses: Waste management, Rationalisation of technological usage, Litter management, Equality and Equity

Key:

 Investigate	 Unknown	 Report	 Statistics / Data
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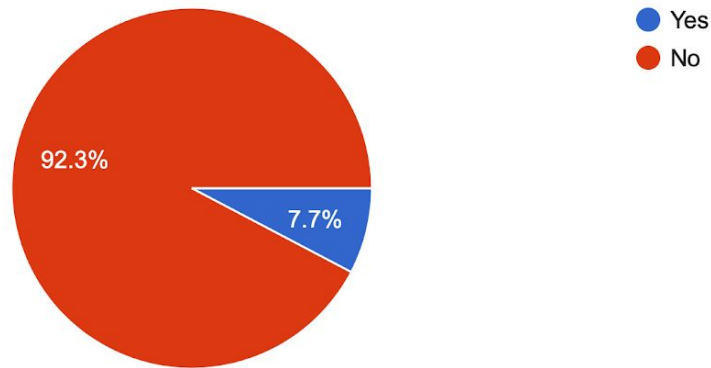
Waste management		
Handling waste in the school premises and ways of teachers and students taking actions upon it	Created Google form order to gather all the responses and information needed	
Recycling waste	There are not enough recycling bins installed in the chosen environment, no common usage of reusable objects (bottles,cups)	
Examining the data of respondents' behavior towards the waste management on school grounds	Around 70% percent of examinants are not aware of filling the recycling bins appropriately.	
Conducted online survey via Google Forms	Collected data shows that 56.25% students do not buy or donate second hand items,along with the proclaimed usage of reusable cups and bottles.	

Gathered data:

The following pie charts represent answers to questions concerning waste management in our school. Pie charts were generated through a Google forms questionnaire that was sent to all students and all teachers in the school via email.

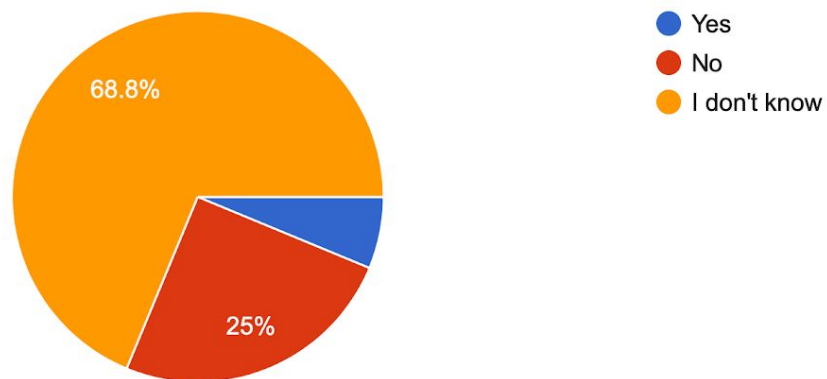
Are there any recycling bins near the school property?

13 responses



Are the recycling bins around you and your friends always filled with the right things?

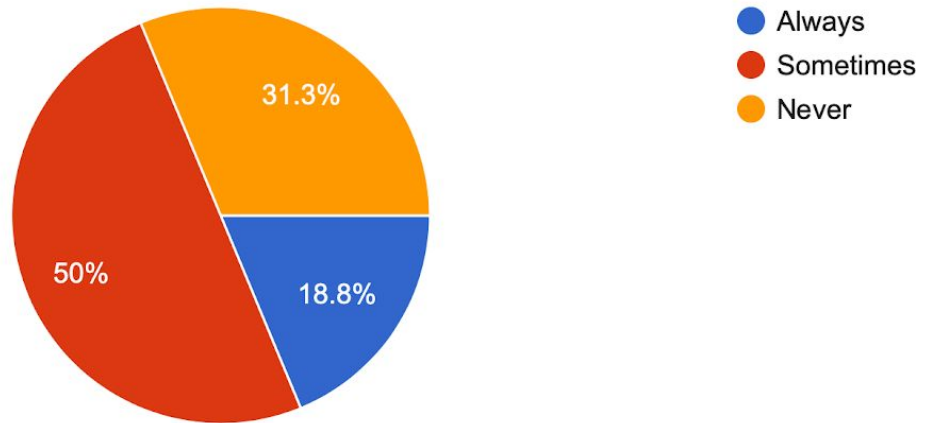
16 responses





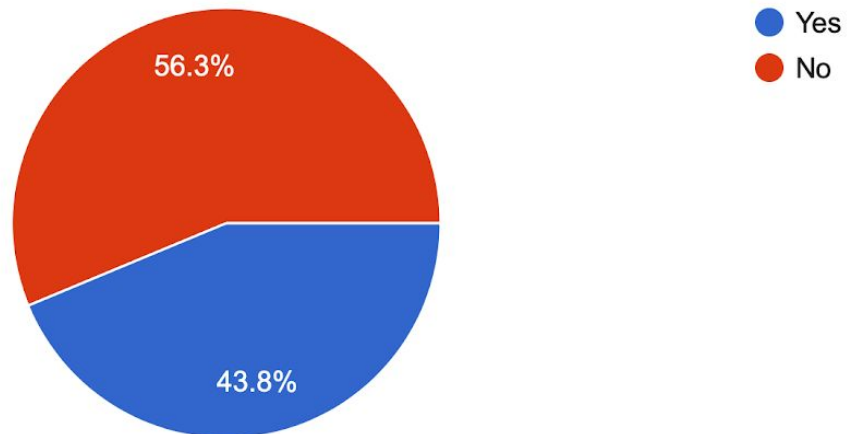
Do you use a reusable bottle/cup for the beverages on the go?

16 responses



Do you buy second-hand items and donate used goods?





16 responses



Evaluate	Conclude
<p>We have conducted an online survey to understand how students and teachers perceive waste in the school. We got the impression that a big part containing more than a half examnants are not aware about the importance of managing waste in different spectrums.</p>	<p>Awareness about the importance of waste management in school premises should be increased through a creation of a poster in order to remind the teachers and the students to properly dispose of waste .</p>





Rationalisation of technological usage		
Interview with the school's IT Coordinator about handling technology responsibly	Generating information about how PC's and Ipads are handled in the school	
Saving electricity problem	Chargers are not often unplugged from computers and sockets when not used	
Examining the situation regarding the use of energy/saving bulbs	Half of the interviewed students and teachers are not sure whether LED lights are used at school, and another half says that they are in use	
Conducted online survey through Google Forms	Collected data show that 76,9% of teachers are investing in more energy-efficient technologies	

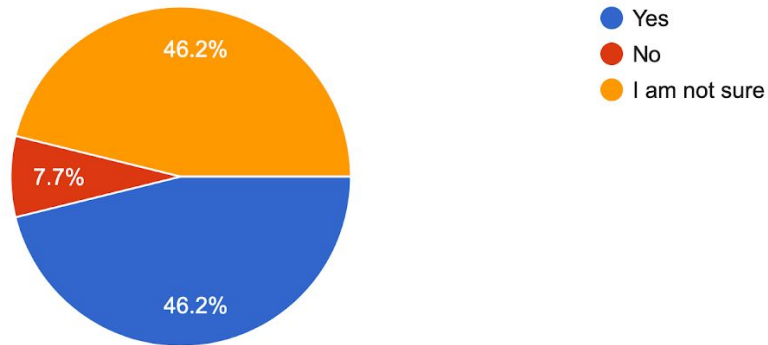


Gathered data:

The following pie charts represent answers to questions concerning Technological usage management in our school. Pie charts were generated through a Google forms questionnaire that was sent to all students and all teachers in the school via email.

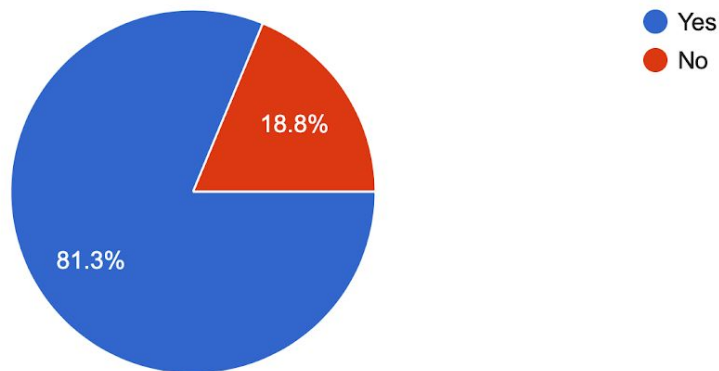
Are energy-efficient, LED lights used in our school?

13 responses



Are computers and monitors switched off when not in use?

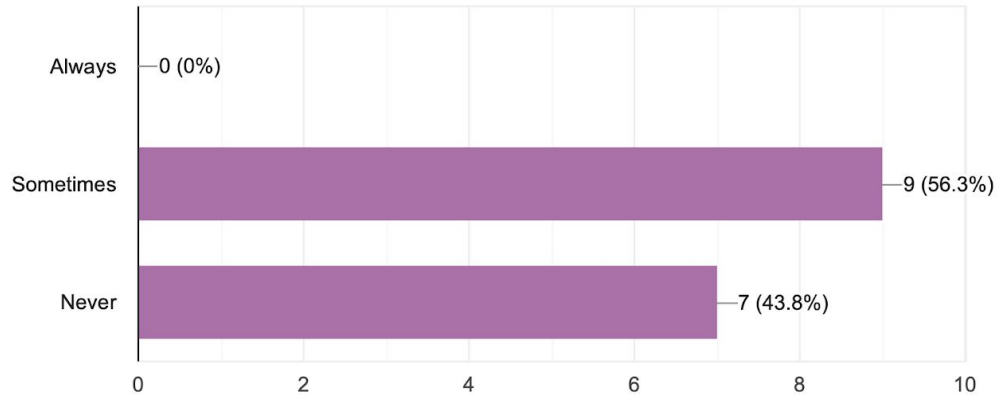
16 responses









Are chargers unplugged from computers and sockets when not used?

16 responses



Evaluate	Conclude
We have gathered information that most students do not try to reduce or minimize consumption of technology	Awareness of the consequences of excessive energy consumption should be increased through the presentations held or printed posters affixed around the school in order to remind students



Litter management		
Gathering information through an online survey	Interview the schools cleaning ladies about the students and teachers littering habits	
		
Analyzing information collected about litter on school grounds	Exactly half of the students and teachers interviewed think that our school grounds are slightly littered while most of the other half think the grounds aren't littered	
From the conducted online survey we received answers and statistical data	The data shows that 83.3% of teachers throw away their cigarette butt in the bin	

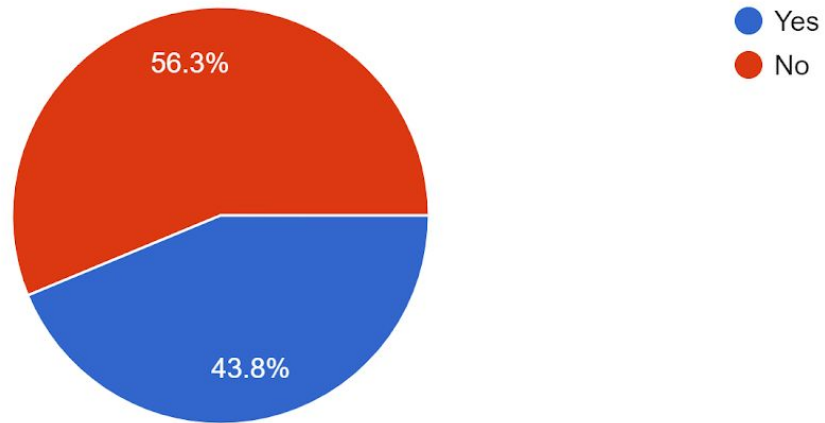
Gathered data:

The following pie charts represent answers to questions concerning Litter management in our school. Pie charts were generated through a Google forms questionnaire that was sent to all students and all teachers in the school via email.



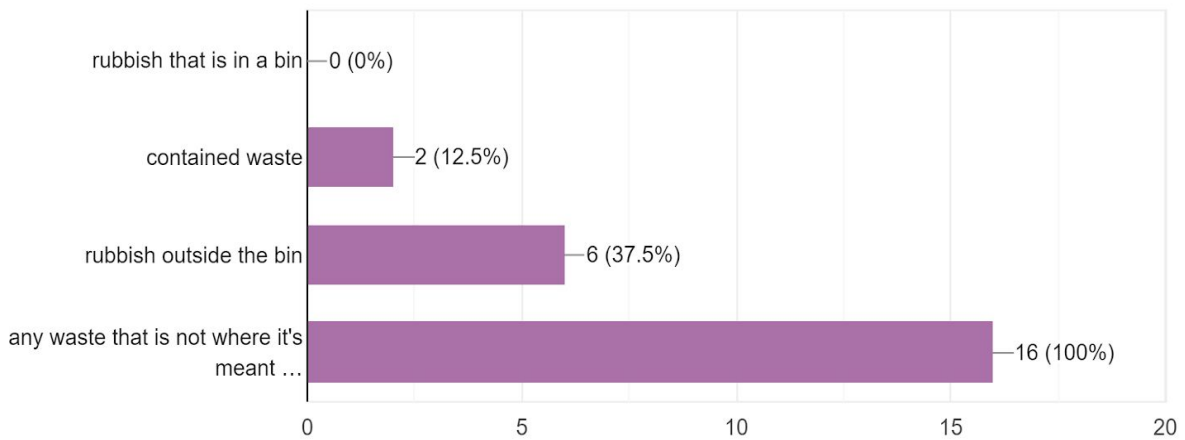
Is the inside and around the school free from litter?

16 responses



In your opinion, litter means:





16 responses





Evaluate	Conclude
We have collected information that more than half of students do not drop litter	We could raise awareness about the impact of littering by making leaflets and giving them around the school so that students keep behaving responsibly with their actions



Equality and Equity		
Gathering information from students and teachers alike to determine the behavior towards sustainability in school grounds.	A conducted research about how equally students and teachers are treating the school grounds.	
Awareness of the school environment.	More than half of the respondents think that the school could do more or is not trying enough to bring awareness of the environment.	
Examining the data of respondents' behavior towards the treatment on the school grounds.	More than half of the respondents proclaimed that they are treating the school grounds the same way they treat their homes.	
Statistical data regarding respondents opinions on the rules concerning the school's environment.	Data collected shows that 68.8% of respondents are abiding by the school's rules, with 25% respecting it most of the time.	

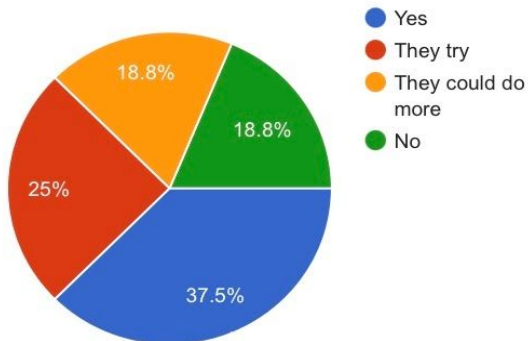


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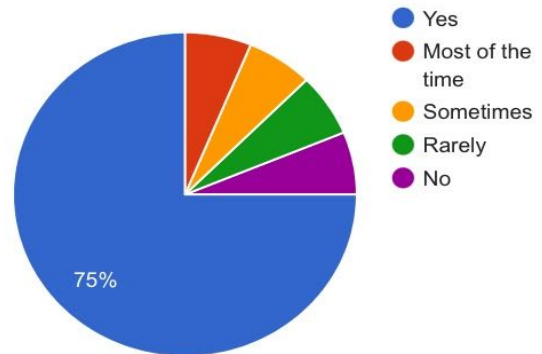
Do you think the school is trying enough to bring awareness about your environment?

16 responses



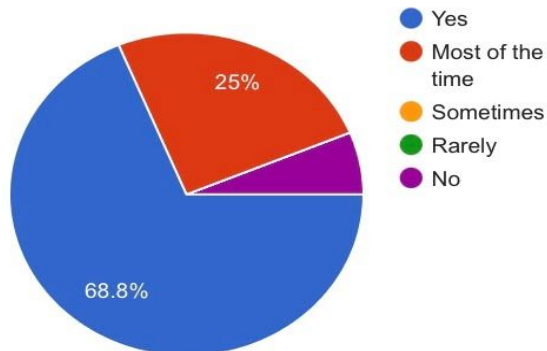
Do you find yourself treating leftover food, cans or litter the same way in school as you do in your home?

16 responses



If the school has certain rules for the school environment, do you abide by those rules?

16 responses





Evaluate	Conclude
<p>We have determined that most students and teachers are trying to equally and sustainably treat the school environment corresponding to their homes.</p>	<p>It was discovered that most of the respondents feel that the school is not trying enough to bring consciousness, so the primary focus should be on trying to raise the attention through individual school projects, after-school 45 minute lessons and posters that could provide the essential information whilst capturing the attention of students and teachers.</p>