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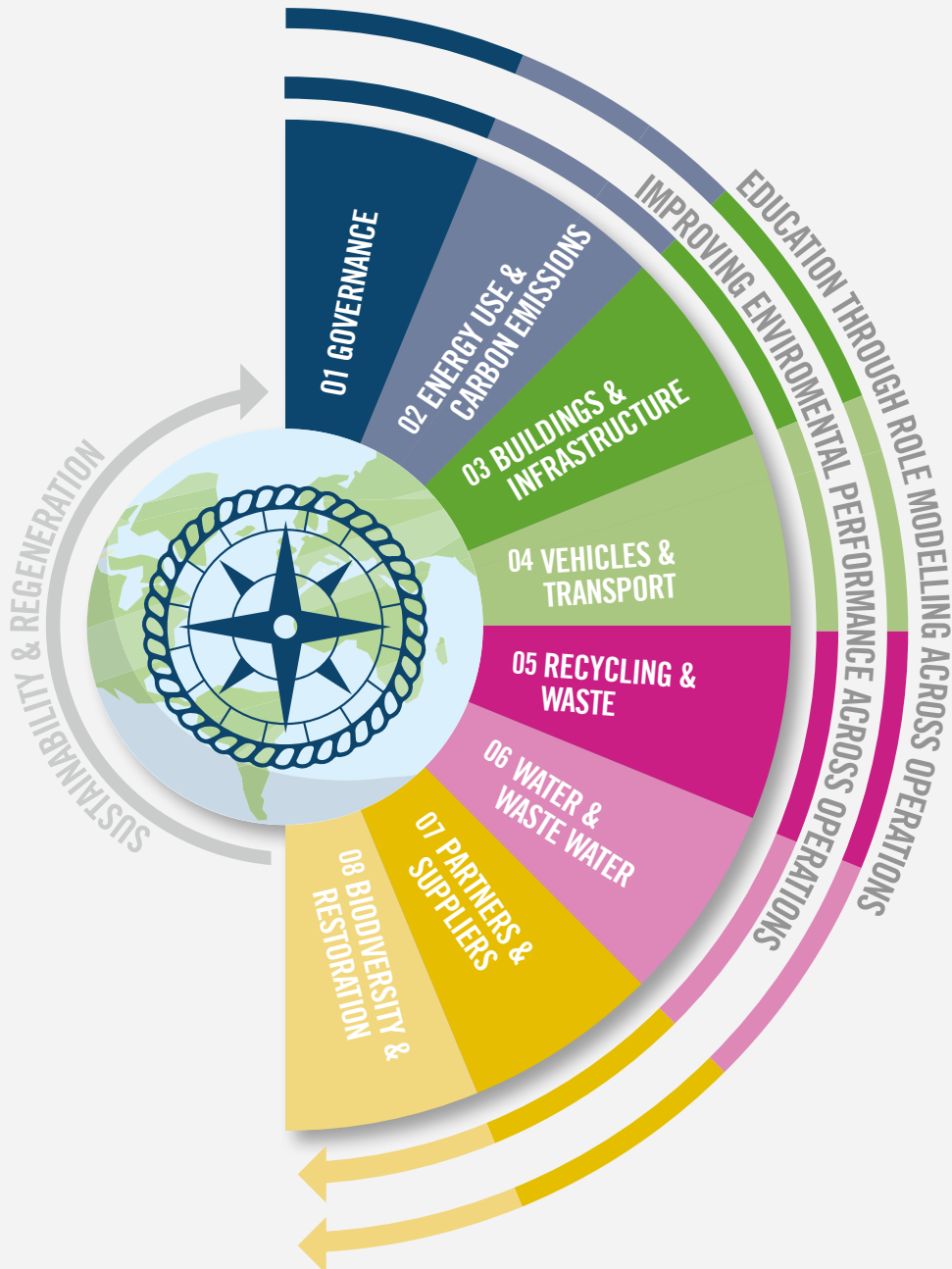


OUTWARD BOUND INTERNATIONAL ENVIRONMENTAL CHARTER

NATURE BOUND OPERATIONS GUIDE

IMPROVING ENVIRONMENTAL PERFORMANCE ACROSS
OUTWARD BOUND SCHOOL OPERATIONS.

Role modelling and inspiring students and stakeholders.
Taking action for the climate crisis.



INTRODUCTION

This Operations Guide provides guidelines and resources to help OB Schools develop their environmental performance across 8 operational focus areas, along with ideas for how to maximise the educational opportunities associated with making these positive improvements (education through role modelling across operations).

Because there is significant variation in social, cultural, and geographical context within which OB Schools operate, along with variations in budget and resourcing, the focus of this publication is on guidelines and resources to help Schools update their environmental practice, rather than on compliance.

The appendices section contains more detailed examples of some aspects of the 8 operational focus areas. These are intended as “extra for experts” for those OB Schools interested in taking more action in these areas. Not all appendices will be relevant to all OB Schools.

It is anticipated that OB Schools will progressively work towards adopting the guidelines described within this guide as resources and capability allow. In many cases OB Schools will already be performing well across key focus areas and performance metrics. In such cases this Operations Guide may provide structure and validation to the great work staff are already doing, as well as assist fundraising teams in communicating our approach to environmental management and education in conversations with donors and stakeholders.

A “performance dashboard” is included in section 3 as a template that could be used to help monitor and record progress across the operational focus areas. This can be adapted to suit operational requirements as needed.

OBI ENVIRONMENTAL CHARTER AND THE “NATURE BOUND” GUIDES

This Nature Bound Operations Guide sits alongside and complements the Nature Bound Field Guide and Nature Bound Education Guide. These 3 guides offer guidance to help OB Schools work towards fulfilling the OBI Environmental Charter, which aims to support excellence in environmental education and practice across the OBI School network.

For more information on the Environmental Charter and the process through which OB Schools can fulfil the Charter criteria, please refer to the “Introduction to the Environmental Charter” document.

CONTENTS

I. GUIDING PRINCIPLES	4.
1.1 Improving environmental performance	4.
1.2 Educating through role modelling across operations	4.
1.3 Sustainability and regeneration	5.
2. OPERATIONS FOCUS AREAS	6.
2.1 Governance	6.
2.2 Energy use and carbon emissions	7.
2.2.1 The road to carbon neutral	7.
2.2.2 Reducing energy use	11.
2.2.3 Food	12.
2.3 Buildings and infrastructure	12.
2.4 Vehicles and transport	13.
2.5 Recycling and waste	13.
2.6 Water and wastewater	15.
2.7 Partners and suppliers	15.
2.7.1 Procurement	16.
2.8 Biodiversity, conservation and restoration	17.
3. PERFORMANCE DASHBOARD	18.
4. APPENDICES	26.
4.1 Example of possible post-course information: guidelines for taking personal action in response to the climate crisis	26.
4.2 Example of criteria for ethical donations	27.
4.3 Guidelines for sustainable investment	30.
4.4 Procurement Criteria Overview Matrix	30.
4.5 Examples of vegetarian menus and meals	35.
5. REFERENCES	39.



Throughout this guide, some suggestions for how this concept of educating through role modelling across operations could be applied to the 8 operational focus areas are offered where relevant.

The icon represents:

Suggestions for how educating through role modelling across operations could be applied within this focus area



1.

GUIDING PRINCIPLES

I.1 IMPROVING ENVIRONMENTAL PERFORMANCE

This guide provides a roadmap for developing environmental performance across operations. Measuring environmental impact across a range of metrics helps to establish a baseline of current performance and identify key areas where improvements might be made. Adopting the guidelines within this operations guide will help to make improvements in these areas and across wider operations.

A progressive approach to implementing these guidelines will likely be the most realistic for OB Schools. In practice this might look like picking 1 or 2 operational focus areas to begin with. Once steps have been taken to measure, improve and monitor performance in these areas, then initiatives to improve performance in other operational areas can be considered.

The “**performance dashboard**” in section 3 provides a simple template to help monitor ongoing environmental performance in each operational area.

I.2 EDUCATING THROUGH ROLE MODELLING ACROSS OPERATIONS

Education through role modelling across operations to the educational opportunities inherent within students’ broader learning experiences across their Outward Bound journey. This includes what they learn through interaction and engagement with:

- Website and enrolment information:
- There may be an opportunity to provide support to help students reduce their environmental/ carbon footprint associated with participating in OB courses. For example:
 - o Tips and tricks for sourcing equipment leading up to an OB course. e.g. borrowing or purchasing second hand clothing/equipment.
 - o Link to travel emissions calculators where students can review the emissions associated with different travel options
 - o encouraging students to use public transport where possible/ appropriate



- Post-course messaging for students. Depending on the content and learning outcomes of each OB course, Schools may want to provide some follow up information to students to help reinforce environmental learning and encourage further learning and action. An example of post course information to support education for the climate crisis is given in Appendix 4.1.
- Buildings and infrastructure, vehicles and transportation, equipment and clothing, food, recycling and waste systems
 - o Signs or information displays providing information on initiatives within these areas, for example efficient building design, waste and recycling systems etc
 - o Small signs or labels with meals / food rations explaining the rationale behind the diet provided (for more guidance in this area, refer to section 2.2.3 Food)
 - o Small signs encouraging water and energy conservation, eg 3 minute showers, turn lights off when not in use, etc
 - o Where appropriate/ possible, the use of repaired/ recycled clothing and equipment, or new products designed on sustainable principles (see section 2.7 for further guidance on procurement).
- Information around other relevant information eg the United Nations Sustainable Development goals (SDGs), and local conservation/ environmental initiatives students might choose to get involved in post-course

I.3 SUSTAINABILITY AND REGENERATION

Making improvements in operational areas with a goal towards Schools running sustainably is a great aspiration. Going another step, and aspiring to adopt regenerative practises wherever we can (ie “making things better”) is even more worthwhile. Improving social outcomes is already at the heart of Outward Bound philosophy and program design; there are a number of ways we can also work towards regeneration principles and inspire students to do the same.

For example, OB Schools can champion local environmental conservation, restoration, and cleanup projects. OB Schools may also have the opportunity to support various social initiatives within local communities. Involving students in these initiatives provides excellent and empowering learning opportunities and is strongly aligned with Outward Bound’s core philosophy of service.

2.

OPERATIONAL FOCUS AREAS

2.1 GOVERNANCE

Proper governance is crucial for the effective integration of environmental improvement and educational practice across OB School operations and teaching practice. This Environmental Charter fully endorses the 5 principles found within the OBI “Towards a Code of Good Governance” document:

- Acting as guardians of OB: Integrity, Accountability and Transparency
- A diverse board
- Defining and evaluating the role of your board to meet its objectives
- Setting vision, mission and purpose
- Standards, systems and controls

In addition, OBI recommends the following:

- Engagement with national associations relevant to OB School governance and operations. This will vary country to country but examples include:
 - Registration as a not for profit or charitable entity
 - Engagement with fundraising institutes/ investment foundations
 - Engagement with environmental/ sustainability education groups
 - Engagement with various sustainability focused business groups and networks
- Reviewing criteria for donations to ensure these are based on sustainable principles. An example of this is found in appendix 4.2
- Reviewing procurement guidelines and policies. Further guidance on this is given in section 7
- Reviewing fund investment policies to ensure sustainable investment principles are part of investment strategies. Guidelines for sustainable investment are found in Appendix 4.3

- Developing a plan to work towards low carbon or carbon neutral status.
- Evaluation of operational and business risks presented by climate change, and developing contingency plans to build resilience in the face of these risks. More guidance in this area is provided in section 2.2 “Energy use and carbon emissions”.
- Regular measurement of a range of metrics associated with the 8 focus areas of this guide (the “Performance Dashboard” in Section 3 offers a template as a starting point for this)
- Regular reporting on these metrics at an operational, management and governance level
- Including environmental performance targets as KPIs at operations, management and governance levels
- Ensuring training around environmental management systems and education practices is part of staff induction and ongoing training



Sharing aspects of governance focused on environmental/ sustainability management can help promote OB values/ aspirations and inspire stakeholders.

This information can be included on websites, annual reports, and other external facing documents.

2.2 ENERGY USE AND CARBON EMISSIONS

2.2.1 The pathway to carbon neutral: carbon measurement, reduction, mitigation and management

In addition to reducing energy use, OB Schools should consider how they might work towards low carbon or carbon neutral operations. For most organisations, this process will look something like:

1. Measure	2. Reduce
Measure your carbon footprint using a free online calculator or using a more thorough measurement process	Minimise emissions starting with “low hanging fruit” – for most OB Schools this will be in the areas of buildings and energy use, food and transport
3. Mitigate	4. Manage
Mitigate and/ or offset remaining emissions through some combination of nature conservation, restoration and contributing to certified offsetting schemes	Consider organisational vulnerability to climate change related risk factors and work to develop resilience across business and operational considerations



Icon represents: Suggestions for how Education through role modelling across operations could be applied within this focus area:

More information around each of these 4 areas:

I. Measure

Effective measurement of carbon emissions needs to consider emissions from a wide range of sources across OB School operations. There are a number of free online resources that may help with this process. For a more thorough carbon audit, OB Schools may wish to engage with a local and independent provider. This will offer more detailed analysis and certification of current emissions which can be an important step for those Schools wanting to progress towards independent certified carbon reduced or carbon neutral status.

Engaging with local organisations for advice in this area will ensure that OB Schools follow the guidelines and processes which are most relevant to them, and will help Schools to develop local community and networks around broader sustainability objectives.

Examples of free online carbon measurement tools:

- www.ghgprotocol.org/calculation-tools (the GHG Emission Calculation Tool at the bottom of the webpage may be most useful)
- www.zero-code.org/energy-calculator/
- www.tools.business.govt.nz/climate/footprint/intro
- A useful GHG equivalencies calculator: www.oee.nrcan.gc.ca/corporate/statistics/neud/dpa/calculator/ghg-calculator*

Examples of organisations offering more detailed carbon auditing services:

- www.carbontrust.com/resources/a-guide-carbon-footprinting-for-businesses
- www.ekos.co.nz/

[https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/calculator/ghg-calculator.cfm?_gl=1|o3vzm*_ga*NDlxMzQ3NjYwLjE2Njk4MzAwMzU*_ga_C2N57Y7DX5*MTY2OTgzMDAzNS4xLjEuMTY2OTgzMDA1Mi4wLjAuMA#results](https://oee.nrcan.gc.ca/corporate/statistics/neud/dpa/calculator/ghg-calculator.cfm?_gl=1*|o3vzm*_ga*NDlxMzQ3NjYwLjE2Njk4MzAwMzU*_ga_C2N57Y7DX5*MTY2OTgzMDAzNS4xLjEuMTY2OTgzMDA1Mi4wLjAuMA#results)

2. Reduce

- Measuring emissions helps to make informed decisions about which areas of operations you can most easily make the most reductions. For most OB Schools this will be in the areas of buildings, food, and transport.
- Develop a carbon reduction plan detailing what actions you can take over a given time line (the “performance dashboard” in section 3 may provide a good starting point for this). Share your plan and updates on progress with staff and stakeholders.
- One way to help reduce emissions is through the use of an emissions budget. Each year your School can adopt an emissions budget that represents a reduction on emissions from the previous year (for example, 10-20%). To meet this budget energy use will need to be considered carefully across School operations and staff movements.

More detailed suggestions for how to make reductions in energy use are covered within the other operational focus sections of this guide.

3. Mitigate

Humanity cannot offset its way out of the climate crisis; rather, a significant reduction in emissions (in line with the broad objectives of the United Nations Paris Climate Agreement) is required. However, mitigating carbon emissions through nature conservation and restoration work is an essential part of creating a more sustainable future for humanity. When this is done on a small scale it is generally referred to as mitigation. When this is done on a larger scale through certified projects, it is generally referred to as offsetting. Offsetting helps to put a price on carbon pollution, and encourages greater economic and societal value to be placed on conservation, nature restoration, renewable energy and other carbon reduction initiatives.

After reducing emissions as much as possible, mitigating or offsetting the remainder is a legitimate step organisations can take to account for their emissions pollution.

There are multiple benefits for OB Schools to get involved with local environmental restoration or conservation work. While these nature-based projects may make a *practical* difference to mitigating a Schools carbon emissions, unless they are of significant size they are unlikely to be eligible to be part of a certified offsetting scheme.

Depending on the emissions reduction goals of each OB School, emissions may be mitigated through some combination of working with small scale local conservation and restoration projects, and paying to offset through larger certified projects.

Depending on region, climate, type and age of tree, and other variables, approximately 15-50 trees would be needed to mitigate 1 tonne of CO₂. From a carbon sequestration perspective, preserving existing trees (and other types of ecosystems) is much more effective than planting ones (or restoring degraded ecosystems). The following website may provide more relevant background information on this topic: www.climateutralgroup.com/en/news/what-exactly-is-1-tonne-of-co2/

Because there is so much variation in how trees grow region-region, it is recommended that more location-specific guidance is sought when doing any calculations around tree planting and potential carbon offsetting. In most cases there will likely be free online calculators relevant to each OB Schools' geographic context/location.

Carbon mitigation steps for OB Schools should include:

- Offsetting all staff flights through a certified provider
- Different airlines offer different schemes around this. For example: www.britishairways.com/en-gb/information/about-ba/ba-better-world/planet
- Once you have an accurate picture of emissions across your operations, mitigate or offset some or all of your emissions through some combination of local conservation restoration projects and contribution to certified offsetting schemes
- It is possible to run a carbon negative operation by reducing emissions as much as possible and mitigating and offsetting 120% or more of the remainder...

4. Manage

While the world may manage to reduce emissions in line with global targets, there is a certain amount of global warming “baked in” due to emissions already produced and that will continue to be produced in the future. Globally the last few years have seen a dramatic rise in the frequency and severity of extreme weather events and these changes are likely to accelerate this decade.

While we need to make every effort to reduce and offset emissions to avoid the worst of global warming implications, organisations also need to assess climate related risks and develop resilience.

OB Schools should continue to assess risks the changing climate presents to operations, business, and infrastructure, and where possible build resilience through risk mitigation, contingency planning, and emergency planning.

For example, increased frequency and severity of flooding, wildfires, storm intensity and seasonal temperature variability may impact field operations now or in the future. Disruptions due to these events may also present “teachable moments” for instructors to explore with students in various ways. The NB Education Guide has further ideas and examples around climate change education possibilities.



There are great opportunities to maximise the educational benefits associated with reducing energy use. For example, signs on walls or information displays can explain what energy reduction measures Schools have undertaken. Smart meters can help students to see the instant impact of using lights and appliances on power consumption. Information on websites and other external documents can outline energy reduction measures to students and stakeholders.

2.2.2 Reducing Energy Use

Reducing energy use and carbon emissions is one of the fundamental challenges of our time and should be a key goal for all OB Schools. Doing so not only will save money on energy bills, but also send a positive message to students and stakeholders that OB is being proactive in the face of the climate crisis. While each School has their own unique operating considerations, there are some common areas in which energy use and emissions reduction can generally be improved.

OB Schools should aim to reduce energy and electricity consumption through some or all of the following wherever feasible:

- Converting inefficient power generation sources such as old coal burners to more efficient alternatives
- Careful use of power; only using heaters/ air conditioners when necessary, turning off lights/ appliances when not needed
- Installing energy efficient appliances and systems wherever possible For example, LED light bulbs; energy efficient hotwater cylinders, heating and air conditioning systems.
- Incorporating sustainable/ thermally efficient building design and retrofitting wherever possible

- Sourcing electricity from renewable or carbon neutral suppliers wherever possible (it is understood that methods of electricity production vary country to country and region to region and that this may not always be possible).
- Solar panels to support energy requirements

2.2.3 Food

The production, distribution and waste associated with our food systems is a significant cause of carbon emissions and other environmental issues globally.

While every country and region has its own unique factors to consider, some general principles will help to reduce emissions/ environmental impacts for most OB Schools (and also offer better nutrition for students and staff). Where possible OB School diets should follow these guidelines:

- Eat plant rich diets, low in meat and dairy products
- Eat products produced locally
- Eat products which are in season
- Eat more whole foods and less processed foods
- Reduce salt and sugar intake
- Reduce food waste. Eg re-use leftovers the next day, compost them, or give foodscraps away to local farmers to feed livestock.
- Purchase products that meet sustainable/ ethical certification standards
(Reference EAT- Lancet planetary health diet; WWF Livewell sustainable diets).

2.3 BUILDINGS AND INFRASTRUCTURE

- The building and construction sector is a significant contributor to greenhouse gas emissions which are emitted when building materials are produced, buildings are constructed, and energy is used in buildings during their operation.
- There are a wide range of thermally efficient and sustainable building designs available to suit most environments and climates.
- Retrofitting existing buildings to improve insulation and heating/ cooling systems will also improve energy performance.
- Each country will have its own guidelines around sustainable building design and retrofitting etc. Some governments, councils, or local sustainability organisations will also have funding available to help businesses improve the energy performance of their existing buildings.



- **Role modelling healthy and sustainable diets can have a really positive influence on our students. Passive education can help with this – eg. small signs on dining room tables or labels with food rations explaining the guidelines/ principles informing food purchasing/ menu planning.**
- **Appendix 4.5 contains some examples of vegetarian menus and meals.**
- **The plates and cutlery used within School operations are also important. Ideally these should be reusable. Disposable plates and cutlery should be avoided. Biodegradable options may be suitable in some situations as long as they properly composted.**
- **Food packaging should also be minimised as much as possible. This may require reviewing packaging considerations with partners and suppliers. Refer to section 2.7 for more guidance in this area.**



Signs or information displays which explain the design principles and energy efficiencies of OB buildings can provide useful learning opportunities for students.

2.4 VEHICLES AND TRANSPORT

Vehicle use represents a significant proportion of total carbon emissions for most countries.

- It may be possible to reduce fuel use by running field trips in places closer to operations bases, or optimising existing bus/van/ boat movements.
- Where appropriate, using active or public transport with students within programmes should be considered.
- EVs or hybrid vehicles should be considered for use within School operations where possible.
- When considering replacing vehicles, every effort should be made to purchase EV/ hybrid/ more fuel efficient vehicles.



Reducing emissions associated with travel is a challenge for all organizations and individuals. Therefore sharing information around whatever steps OB Schools are taking to reduce transport related emissions may provide some useful learning for students and stakeholders. This can be done in various ways including website information, displays, signs on vehicles, etc.

Staff travel

- All staff travel should be considered carefully. Wherever possible carbon emissions should be minimised through a reduction in travel and utilising the most efficient travel options available. Flights should be minimised as much as possible. Emissions from flights should be offset through a certified provider.
- One way to help reduce emissions associated with staff travel is through the use of emissions or travel budgets. Staff who need to travel regularly might consider adopting an emissions budget which represents 10-20% less mileage than the previous year. Travel needs to be rationalised to stay within this budget.

2.5 RECYCLING AND WASTE

Different OB Schools will have different recycling and waste facilities available to them. Wherever possible, the 3 R's of recycling should be applied:

- Reduce (or Refuse!)
- Reuse or re-purpose
- Recycle

While there are some question marks over the effectiveness of how many recycling schemes are run internationally, recycling still helps to build a positive sustainability-oriented mindset and is often a starting point for more meaningful environmental action.

Initial focus should be on the first R – Reduce / Refuse. In practice, wherever possible this looks like considering all purchases carefully, reusing existing products

before buying new, buying products that have minimal packaging, embracing circular economy principles, and refusing to buy products that don't meet these standards.

Repurposing (finding alternative uses for unwanted products), and Recovery (composting organic waste and recovering recyclable materials from waste streams) are sometimes included within the “Rs” and also reflected within circular economy design principles.

The Circular Economy



There are excellent opportunities for students to learn about responsible waste and recycling practices as part of their OB experience. For example:

- Going through food/ rations with students and exploring the environmental impact of products (packaging, transport, production considerations). Compare these with students' normal diets and discuss alternatives.
- Establish a well organised recycling station and involve students in the recycling process. This can include considerations around product selection to minimise packaging, recycling, separating organic and inorganic waste, and responsible processing/ disposal of these waste streams.

2.6 WATER AND WASTEWATER

There is considerable variation in the geographical context in which OB Schools operate and these considerations will largely inform how Schools manage their water and waste water. Despite this, the following principles should be followed by all Schools wherever possible

- Conserve water use across all operations
- Collect and utilise rainwater
- Utilise greywater for irrigation and toilet flushing if appropriate
- Ensure any wastewater discharge does not degrade the environment and meets relevant local standards



With sufficient access to freshwater becoming an ever increasing challenge globally, there is urgent need for education around responsible water use. Students can learn about responsible/ geographically appropriate water use through:

- Information about water availability and the need to conserve water
- Being shown how water is managed during their OB course
- Signs in bathroom/ toilet/ shower facilities explaining why facilities are set up the way they are and encouraging responsible water use (eg limiting showers to 2 minutes).

2.7 PARTNERS AND SUPPLIERS

Over the last decade there has been an increasing focus from Government and businesses to focus on supply chains and the negative environmental and social impacts that can be associated with them. Procurement policies and guidelines are an integral part of this process.

Procurement is the function of acquiring goods and services. The idea of social procurement also includes the generation of cultural, economic, environmental and social outcomes.

OB Schools have a great opportunity to improve their environmental performance and role model sustainable practice through considered procurement practices and developing business relationships with partners and suppliers with similar environmental and social values and ambitions.

It is acknowledged that all OB Schools operate on limited budgets and cost will often be the determining factor in purchasing decisions. However, having some procurement guidelines to refer to will help ensure that other factors are

considered alongside cost, and that products and services purchased offer good value not only to end users, but also to those people and environments impacted throughout product lifecycles and business operation.

These procurement guidelines are relevant to all areas of operations, including buildings, infrastructure and maintenance, recycling and waste, water and wastewater, travel and transport considerations, food, clothing and technical equipment, and office supplies.

This section contains guidelines to help inform procurement decisions. For those OB Schools wanting to look at this area in more detail, a “Procurement criteria overview matrix” is provided in Appendix 4.4 to help inform decision making.

2.7.1 OBI Procurement Guidelines

Where possible, procurement decisions should follow the following principles:

- Act with fairness, transparency and integrity when considering procurement activity and engaging with Suppliers
- Buy locally where appropriate
- Work with Suppliers that are focused on being socially and environmentally responsible
- Buy products that demonstrate sound recycling/ circular economy principles, eg:
 - o Quality and lifespan of product
 - o Options to repair/ replace parts
 - o Options to recycle whole product or parts of the product
 - o Reduced packaging/ recyclable or compostable packaging
- Work with Suppliers who have external certification around some or all aspects of their environmental and social performance
- Work with Suppliers who offer a fair and equitable price (“good value for money”) for both Outward Bound and their own organization and supply chains

2.8 BIODIVERSITY, CONSERVATION AND RESTORATION

The climate crisis and our biodiversity crisis are interconnected, and the need to protect native biodiversity and restore natural habitat is becoming more important than ever. At the time this guide is going to print (December 2022), the United Nations COP 15 Biodiversity Conference is underway with the broad goal of protecting 30% of the earth's land and sea habitats by 2030. Supporting local nature conservation and restoration projects not only protects and improves biodiversity values, but also provides some mitigation for carbon emissions associated with OB School operations (refer to section 2.2 Energy use and carbon emissions for more detailed discussion around carbon mitigation and offsetting).

Involving students in conservation and restoration activities provides a meaningful and positive experience of action in response to environmental concerns and has great alignment with the service ethos which is such an important part of OB philosophy.

Examples of possible initiatives include:

- Tree planting
- Weed control in recently replanted areas
- A variety of conservation initiatives to help look after existing forests or other types of habitat
- Wildlife monitoring
- Soil or water sampling
- Rubbish cleanups
- etc

3.

PERFORMANCE DASHBOARD

The checklists on the following pages can be used to oversee progress in environmental initiatives across the 8 operational areas.

This checklist can be adapted to suit different OB School operational requirements as needed. Some sections of this checklist could be made public to staff and students (for example, put up on a wall) to help provide an overview of goals and progress.

Governance >

Energy and carbon emissions >

Buildings and infrastructure >

Vehicles and transport >

Recycling and waste >

Water and wastewater >

Partners and suppliers >

Biodiversity and restoration >

GOVERNANCE

Operations and focus areas	Initiatives specific to your OB School	Current status/ measurement*	Progress Notes	Review Date
OBI 5 principles of good governance				
Engagement with local associations				
Review criteria for donations				
Review procurement guidelines				
Sustainable fund investment strategy				
Regular measurement of operational areas in this dashboard				
Regular measurement of operational areas in this dashboard				
Environmental performance targets included as KPIs at <ul style="list-style-type: none"> o Operational level o Management level o Governance level 				
Staff training for environmental management and education				
Education and role modelling: making governance considerations publicly visible				

* e.g. x initiative currentNBy being trialled at x location; current measurement of this impact is x litres of fuel/ kWh electricity/ total miles of staff flights, etc

ENERGY AND CARBON EMISSIONS

Operations and focus areas	Initiatives specific to your OB School	Current status/ measurement*	Progress Notes	Review Date
<p>Roadmap to low carbon or carbon neutral considered through:</p> <ul style="list-style-type: none"> o Measurement o Reduction o Mitigation o Management (climate related risk assessment) 				
<p>Energy reduction efforts made through:</p> <ul style="list-style-type: none"> o Measurement of current electricity use 				
<ul style="list-style-type: none"> o Converting to more efficient power sources 				
<ul style="list-style-type: none"> o Careful use of electricity 				
<ul style="list-style-type: none"> o Installing energy efficient appliances 				
<ul style="list-style-type: none"> o Electricity sourced from renewable/ carbon neutral sources 				
<ul style="list-style-type: none"> o Solar panels 				
<ul style="list-style-type: none"> o Food and menu considerations 				
<p>Education and role modelling – information available to students on these initiatives</p>				

* e.g. x initiative currentNBy being trialled at x location; current measurement of this impact is x litres of fuel/ kWh electricity/ total miles of staff flights, etc

BUILDINGS AND INFRASTRUCTURE

Operations and focus areas	Initiatives specific to your OB School	Current status/ measurement*	Progress Notes	Review Date
Sustainable building design and construction principles considered for new buildings				
Sustainable/ thermally efficient options considered as part of building retrofits				
Relevant local sustainable building codes/ guidelines referred to				
Education and role modelling – information available to students on these initiatives				

* e.g. x initiative currentNBy being trialled at x location; current measurement of this impact is x litres of fuel/ kWh electricity/ total miles of staff flights, etc

VEHICLES AND TRANSPORT

Operations and focus areas	Initiatives specific to your OB School	Current status/ measurement*	Progress Notes	Review Date
Current fuel use across operations measured				
EV/ hybrid vehicles used as part of operations where possible				
Vehicle movements optimised				
Local field trips utilised as much as possible				
Use of active/ public transport considered within programmes				
Current staff flights measured (total km)				
Staff travel optimised wherever possible				
Staff flights offset				
Emissions budget for staff travel implemented				
Education and role modelling – information available to students on these initiatives				

* e.g. x initiative currentNBy being trialled at x location; current measurement of this impact is x litres of fuel/ kWh electricity/ total miles of staff flights, etc

RECYCLING AND WASTE

Operations and focus areas	Initiatives specific to your OB School	Current status/ measurement*	Progress Notes	Review Date
Current volume of waste going to landfill measured				
Efforts made to reduce or refuse products that cannot be recycled				
Items repaired and reused wherever possible				
Recyclable materials sorted and recycled as appropriate for local facilities				
Organic material composted or foodscraps offered to local farmers				
Education and role modelling <ul style="list-style-type: none"> o Students involved in recycling o Information available to students 				

* e.g. x initiative current NBy being trialled at x location; current measurement of this impact is x litres of fuel/ kWh electricity/ total miles of staff flights, etc

WATER AND WASTEWATER

Operations and focus areas	Initiatives specific to your OB School	Current status/ measurement*	Progress Notes	Review Date
Current water use across operations measured				
Water use conserved across operations				
Rainwater collected & utilised				
Greywater collected & utilised				
Wastewater discharge does not degrade local environment				
Wastewater discharge meets relevant local standards				
Environmentally friendly cleaning products used throughout School operations				
Education and role modelling – information available to students on these initiatives				

* e.g. x initiative current NBy being trialled at x location; current measurement of this impact is x litres of fuel/ kWh electricity/ total miles of staff flights, etc

PARTNERS AND SUPPLIERS

Operations and focus areas	Initiatives specific to your OB School	Current status/ measurement*	Progress Notes	Review Date
Procurement guidelines suggested within this guide assessed for suitability with regards to your OB School operations				
Procurement guidelines/ policy adapted to your OB School context as required and implemented				

BIODIVERSITY AND RESTORATION

Operations and focus areas	Initiatives specific to your OB School	Current status/ measurement*	Progress Notes	Review Date
School is involved with local conservation/ restoration work				
Students are involved in this work where appropriate				
Potential for carbon emissions associated with restoration work investigated				

* e.g. x initiative current/By being trialled at x location; current measurement of this impact is x litres of fuel/ kWh electricity/ total miles of staff flights, etc

4.

APPENDICES

4.1 EXAMPLE OF POSSIBLE POST-COURSE INFORMATION TO SUPPORT ENVIRONMENTAL LEARNING OUTCOMES: Guidelines for taking personal action in response to the climate crisis

These guidelines are an example of information that could be available on OB School websites or sent to students as part of post-course follow up. These guidelines may need to be adapted to ensure they are relevant to local context.

Post course information also needs to be consistent with education content explored during courses. This ensures key messages are reinforced, rather than new material introduced which may be misinterpreted. For example:

“if you are inspired to do more to look after the environment now that you have completed your Outward Bound course, here is a summary of some of the ideas for action we explored as part of your course”.

1. **Connect with what matters** (eg get involved with local conservation or community groups, find a network of people with whom you can discuss the issues you are interested in/ concerned about)
2. **Exercise your political voice** (vote in local and national elections, write letters to council representatives and politicians, sign petitions (or start your own!), participate in peaceful demonstrations and protests)
3. **Cut back on flying**
4. **Use public/ active transport more; drive less**
5. **Eat less meat and dairy, and more plant based foods**
6. **Reduce food waste and compost**
7. **Buy better! Reduce overall consumption and waste; shop locally and ethically**
8. **Reduce your energy use**
9. **Respect and protect green spaces**
10. **Focus on planet friendly investments**

(Source: United Nations Environment Programme, World Wildlife Fund, Imperial College of London, Wellington City Council)

4.2 EXAMPLE OF CRITERIA FOR ETHICAL DONATIONS – OBNZ ETHICAL FUNDRAISING POLICY

Policy Manual:	Anakiwa and Wellington
Type	Policy
Document No:	FUI
Location applies to:	Anakiwa and Wellington
Staff applies to:	All staff
Reviewed date:	October 2021
Next review due:	October 2023
Reviewed by:	Fundraising and Partnerships Manager
Approved:	CEO

PURPOSE

Outward Bound NZ has two overarching ethical standards that are immutable and guide all their decision making around funding partnerships and receiving donations.

BACKGROUND

Partnerships with Outward Bound NZ

Outward Bound NZ is part of a global network founded by renown educator Kurt Hahn and his guiding principle ‘there is more in you’. We work with local partners around New Zealand to support people to discover their full potential through outdoor challenge and adventure.

Our partners and the generous support of our diverse community of donors, fundraisers and volunteers enable us to meet our charitable objectives.

An Outward Bound Partner is a significant relationship with an organisation or business that delivers a programme or shared objective that contributes to achieving our strategic goals.

An Outward Bound donor is a valued supporter who gives a financial contribution to support young people in New Zealand experience our life changing courses.

Registered Charity Status: Z

Outward Bound NZ is a registered charity and an organisational member of the Fundraising Institute of New Zealand. We endeavour to carry out our fundraising activities in line with the Code of Ethics and Professional Conduct, our own ethical fundraising policy and the expectations of our supporters.

Policy Overview:

Outward Bound NZ is committed to making decisions that are both in line with our kaupapa (guiding values and principles) and in the best interests of the young people we are here to support.

The objectives of this policy are to:

1. Ensure we do not compromise on our mission and values when it comes to raising income.
2. Govern the acceptance and refusal of donations by Outward Bound NZ where there is perceived risk to our programming, staff, reputation, financial position or brand in accepting the donation.
3. Implement a robust and informed decision-making process for all donations, partnerships and opportunities that are deemed high risk.

Risk Indicators:

Outward Bound NZ has ethical fundraising and reputational risk indicators in place, where we will assess the donation or funding opportunity. We review these on an individual basis to balance out the help we could give young people in accepting the funds against the risks of doing so. These risk indicators include, but are not limited to:

- association with illegal activity
- activities which could have a negative impact on young peoples' chances to succeed and:
- potential negative impacts to the reputation of Outward Bound NZ.

Parameters for accepting and declining donations:

Our community of supporters are vital to enabling us to achieve our strategic objectives and support hundreds of young people throughout New Zealand every year. We are committed to working alongside supporters and potential supporters to raise funds in a way which has the best interests of young people at heart.

OBNZ's focus as a charity is to best deliver on our vision of Better People, Better Communities, Better World, and leveraging our supporter base to do this. Our mandate is not to act as an arbiter of social or environmental issues.

Our funding partnerships are regularly reviewed to ensure they meet the parameters of this policy.

New funding partnerships:

To enable us to make an informed decision, we carry out appropriate research in line with our Privacy Policy. If, following this research, a donation is deemed to be a significant risk, the Outward Bound NZ Leadership Team, through assessment, will decide whether the gift or partnership should be accepted.

Existing funding partnerships:

Where material concerns are raised about funds that have already been received, the OBNZ Leadership Team and Risk & Audit Committee will review and determine whether it is appropriate to retain the funds or take appropriate action in relation to the funds or partnership. Repeated donations or multi-year partnerships are reviewed to ensure that they are still in line with the Outward Bound Ethical Fundraising Policy.

Right of refusal:

Outward Bound NZ reserves the right to refuse donations or terminate partnerships without reason being provided, where the activities or the individual or organisation conflict with our goal of helping transform to the lives of young people.

Policy Ownership & Implementation:

The Outward Bound NZ fundraising team is responsible for the implementation of this policy, with the support of Outward Bound NZ's Leadership Team and the Risk & Audit Committee.

The Trustees delegate day-to-day responsibility for decisions on donation acceptance or refusal to the Chief Executive.

Policy Review:

This policy is reviewed biannually by Outward Bound NZ's Leadership Team and Risk and Audit Committee*.

*The Risk & Audit Committee is chaired by a member of the Board's Trustees and includes representatives from the organisation's Board and senior leadership.

Guidelines

- **Ethical Standard 1**

When seeking funds Outward Bound NZ will not enter into a relationship with a potential supporter whose work or activities negatively impacts on the mission of OBNZ, i.e. putting the emotional or physical safety of our student and staff whānau (family) at risk.

- **Ethical Standard 2**

Outward Bound NZ will not enter into any relationship with a third-party organisation that poses a risk to OBNZ's reputation i.e. could lead to loss of support and credibility.

4.3 GUIDELINES FOR SUSTAINABLE INVESTMENT

Sustainable investment represents an important opportunity for organisations to align investment choices with their values and broader Environmental Social Governance (ESG) aspirations. Other terms commonly used for this type of investing include “ethical”, “responsible”, and “green” investing.

Sustainable investments include some combination of the following characteristics:

- Excluding investments in certain industries, eg. Weapons, tobacco, pornography
- Supporting companies with high levels of ESG standards and performance
- Supporting sectors or companies creating social and/ or environmental and/or cultural benefits

Many investment and asset management companies are focused on sustainable investment and offer a range of investment products to their customers.

OB Schools with the capacity to invest money should consider sustainable investment as a significant component of their fund investment strategy.

4.4 PROCUREMENT

Fairness in the way Suppliers are assessed and procurement decisions are made is important. The “procurement criteria overview matrix” on the next page provides an example of how the procurement principles in section 2.7 could be applied to evaluate the suitability of partners and suppliers.

Each OB School will need to decide what approach to procurement is appropriate and realistic for them. For example, the process of reviewing all existing suppliers using the “Procurement Criteria Overview Matrix” could be quite an involved task. Schools may prefer to limit the application of procurement guidelines to some rather than all of their purchasing decisions.

PROCUREMENT CRITERIA OVERVIEW MATRIX

This form may be adapted to suit local requirements

How to use this form:

This matrix provides an overview of key procurement evaluation criteria to consider when engaging with suppliers. The intention of this process is to help provide an overview of an organisations environmental and social performance and to ensure there is as much alignment as possible with Outward Bound values and priorities. Depending on the product or service and context, not all criteria will need to be considered. While most information about suppliers will likely be available in the public domain and within the relevant market, there may be some gaps in information available.

Product/ service being considered:																
Suppliers name:																
Date of assessment:																
Assessment performed by:																
Scoring Instructions	Please score each criterion based on the following:															
	<table border="1"> <thead> <tr> <th>Performance</th> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>1 - 2</td> <td>Response did not provide sufficient information</td> </tr> <tr> <td>Acceptable</td> <td>3</td> <td>Response provides a minimal or acceptable amount of information</td> </tr> <tr> <td>Good</td> <td>4</td> <td>Good response that provided sufficient detailed information</td> </tr> <tr> <td>Excellent</td> <td>5</td> <td>Excellent response that exceed the information requirements</td> </tr> </tbody> </table>	Performance	Score	Description	Poor	1 - 2	Response did not provide sufficient information	Acceptable	3	Response provides a minimal or acceptable amount of information	Good	4	Good response that provided sufficient detailed information	Excellent	5	Excellent response that exceed the information requirements
	Performance	Score	Description													
	Poor	1 - 2	Response did not provide sufficient information													
	Acceptable	3	Response provides a minimal or acceptable amount of information													
	Good	4	Good response that provided sufficient detailed information													
Excellent	5	Excellent response that exceed the information requirements														

Procurement Principles	Evaluation Criteria	Score (out of 5)	Additional comments
Fairness and integrity	<ul style="list-style-type: none"> Do we have an existing supplier for this product/ service? What is a fair process for engaging with new suppliers? 		
Buy locally	<ul style="list-style-type: none"> Is there a local supplier for this product/ service at an affordable price and satisfactory quality? Does this supplier make a positive contribution to the local economy/ community? 		
Rainwater collected & utilised	<ul style="list-style-type: none"> Environmental certification? Environmental management policy? Efforts to reduce CO2 emissions? Efforts to reduce other forms of pollution? Circular economy principles? Contribution to conservation or restoration efforts? Any negative publicity, legal action, or financial penalties for environmental infringements? Other? 		
Assessing social impact	<ul style="list-style-type: none"> Social or sustainability certification? Health and safety policy for workers? Diversity and inclusion policy? Ethical labour practices policy? Relevant human rights laws complied with? Any breaches of the above criteria within organisation or supply chains within the last 12 months? 		
Circular economy principles	<ul style="list-style-type: none"> Quality and lifespan of product Options to repair/ replace parts Options to recycle whole product/ parts of product Reduced packaging/ recyclable or compostable packaging 		

Procurement Principles	Evaluation Criteria	Score (out of 5)	Additional comments
<p>Governance</p>	<ul style="list-style-type: none"> • Internal reporting on environmental and social performance at regular intervals? • Regular assurance activities of organisational environmental and social policies across supply chains? • Training for staff and contractors in relation to environmental and social policies and systems? • Public reporting on environmental and social performance? 		
<p>Customer service</p>	<ul style="list-style-type: none"> • How well do they respond to requests? • Can they provide the quantities we need in the timescales we need? • How easy is it for them to respond to changes in our requirements? • Volume/discount pricing available? 		
<p>Reputation</p>	<ul style="list-style-type: none"> • What is their general reputation? • Positive/negative media coverage of supplier? 		
<p>Assessing social impact</p>	<ul style="list-style-type: none"> • Do we have an existing relationship with this provider? • What is the nature of this relationship? • What are they currentBy offering us? • Is there scope to negotiate for better outcomes? 		
<p>Partnerships and Agreements</p>	<ul style="list-style-type: none"> • Quality and lifespan of product • Options to repair/ replace parts • Options to recycle whole product/ parts of product • Reduced packaging/ recyclable or compostable packaging 		
<p>TOTAL SCORE</p>	<ul style="list-style-type: none"> • Taking all the above into account what was your final score 		

Go ahead with this supplier?	Comments:
Review date:	Comments/ things to look for at next review:

4.5 EXAMPLES OF VEGETARIAN MENUS AND MEALS

Outward Bound Germany serves 100% vegetarian meals at their Schwangau centre, and 75% vegetarian meals at their Baad centre.



Their evening meals always start with a salad buffet (different salads, dressings, seeds, croutons). Examples of mains and desserts are below. Meals are adjusted with seasonal vegetables.

Unser Küchenchef serviert zum Abendessen:





Week	Main course	Dessert
Week 1		
MONTAG	Traditional Mac'n Cheese ^{C,G,A} with caramalized onions	Fruit Salad
DIENSTAG	Baked oven potato with Sour cream ^G	Appelstrudel ^{C,G,A} with vanilla sauce ^G
MITTWOCH	Chilli sin Carne and rice	Chocolate pudding ^G with fruits
DONNERSTAG	Vegetarian Burger ^{F,C,A} with Fries	Cream cheese cream ^G
FREITAG	Red beet dumplings ^C With horseradish sauce ^G	Red Berry Yello with vanilla sauce ^G
SAMSTAG	Vegetable Quiche ^{F,C,A}	Quark creme ^G
SONNTAG	Vegetarrian Schnitzel ^{C,G,A} with mushroom-cream-sauce ^G , potato wedges and seasonal vegetables	Straciatella joghurt ^G

Unser Küchenchef serviert zum Abendessen:

Woche II	Main course	Dessert
MONTAG	Gnocchi al Forno ^{C,G,A} (with cheese)	Cake ^{C,G,A}
DIENSTAG	Spaghetti with Soja Bolognese ^{F,G,A} And Parmesan ^G	Quark creme ^G
MITTWOCH	Ratatouille with rice	Traditional pancakes with Appel sauce
DONNERSTAG	Falafel with fries	Joghurt ^G with fruits
FREITAG	Italian Minestrone with Parmesan ^G and bread ^A	Pancakes ^{C,G,A} (Pfannkuchen) Filled with Quark ^G
SAMSTAG	Bell Peppers filled with Couscous ^G	Apple fritters ^{C,G,A} with Vanilla sauce ^G
SONNTAG	Traditional Mac'n Cheese ^{C,G,A} with caramalized onions	Fruit salad

Unser Küchenchef serviert zum Abendessen:

Woche III	Main course	Dessert
MONTAG	Asian Rice with vegetables	Joghurt creme ^G
DIENSTAG	Lasagne ^{G,A}	Vegan Yello with Vanilla sauce ^G
MITTWOCH	Potato-Goulash mit Brot ^A	Fruit quark ^G
DONNERSTAG	Vegetarian pizza ^{G,A}	Pudding ^G
FREITAG	Vegetarian Schnitzel ^{C,G,A} with mushroom-cream-sauce ^G , Mashed potatoes and seasonal vegetables	French Toast ^{C,G,A}
SAMSTAG	Tagliatelle ^{C,A} with cheese-sauce ^G And vegetables	Fruid salad
SONNTAG	Vegetable risotto with Parmesan ^G	Ice creme ^G

Outward Bound NZ currently serves 33% vegetarian meals.
Some examples of recipes for various dishes are below:

Name of Dish Tofu Pie			
Group	Qty	Ingredients	Single watch
1		Tofu - cubed	1.000 kg
2		Margarine	0.200 kg
		Oil	0.100 kg
3		Onion - sliced	0.750 kg
		Tomato paste	0.200 kg
		Rosemary - finely chopped	0.020 kg
4		Water	1.000 kg
5	#VALUE!	Soy Sauce	?
	#VALUE!	Corn flour	?
6		Frozen Diced Carrots	0.500 kg
		Frozen peas	0.500 kg
7	#VALUE!	Cream cheese - 14 blocks	?
8	#VALUE!	Puff pastry tops - 14 baked	?

Method

Defrost ①. Heat ② to brown and add ③ cook for 2 minutes. Add ①, once cooked Add ④.

Bring to the boil and simmer for 5 minutes.. Add ⑤ and place gastro. Add ⑥ and mix in.

Serve a la minute. Add ⑦ ONLY if they are not Dairy free

Place ⑧ on top. If Gluten serve with warm pita bread instead.

Name of Dish Buckwheat and Cashew Roast			
Group	Qty	Ingredients	Single watch
1		Buckwheat	1.000 kg
		Water	2.000 kg
2		Cashew nuts	0.400 kg
		Frozen spinach	0.500 kg
3		Margarine	0.300 kg
4		Onion - diced	0.500 kg
		Garlic - crushed	0.040 kg
5		Crunchy peanut butter - warm	0.200 kg
6		Eggs - 6	
		Soy milk	0.300 kg
		Soy sauce	0.030 kg
7		Natural yoghurt	1.000 kg

Method

Boil ① and mix in ②.

Place ③ in pan until brown. Add ④ until brown, then add ⑤. Mix well. In a separate bowl mix ⑥ and add to mixture.

Place in a gastro line with baking paper. Bake for 20 minutes on 180° half steam/bake.

When serving, place a blob of ⑦ on top

Name of Dish Lentil Dahl			
Group	Qty	Ingredients	Single watch
1		Water	3.750 kg
2		Soaked Lentils	1.500 kg
3		Oil	0.150 kg
4		Onion sliced	1.500 kg
		Crushed garlic	0.060 kg
		Sliced red peppers - drained and rinsed	0.300 kg
		Red chilli flakes	0.005 kg
		Cardomom powder	0.015 kg
		Fresh ginger	0.030 kg
		Tumeric	0.005 kg
		Salt	0.030 kg
		Pepper	0.010 kg
		1/2 Cinnamon stick	
	Garam marsala	0.010 kg	
5		Fresh coriander	0.020 kg
6		Pappadums optional	
Method			
Boil ① , add ② and boil for 5 minutes. Heat ③ Add ④ and sautee for approx 5 minutes.			
Mix ①, ②, ③ and ④ and simmer for 5 minutes			
Garnish with ⑤			

5.

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◀CONTENTS

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